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VOL. XXIV., NO. 8. Whole No. 554.  
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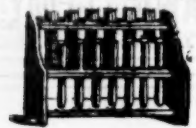
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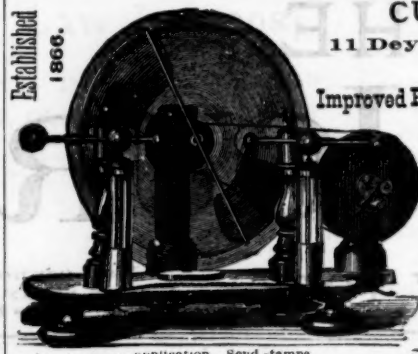
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New York, September 23, 1882.

### THE SEPTEMBER NUMBER

OF THE

## Scholar's Companion

is the sixth birthday number and celebrates it by again opening the School Room Department and offering if possible, a better table of contents than ever before. John R. Dennis' "Under the Apple Trees," illustrated, is a very pretty story. This number has also the Battle of Hastings, the second number of "Famous Battles," by Leoline Waterman. "Who Were the Lake Poets," by H. A. S., this month gives the life of "Charles and Mary Lamb." Among the other attractions are "Evening Games, No. V," "Bad Breath," "Surrounded by Sharks," "Janie," a little school girl's story. "The Newspaper," "How Beads are Made," "The Giant and His Bird," "A German Fairy Story," "Change of Rule," "A Dialogue," and a large number of other interesting little pieces on things of every day interest. The School Room and Letter Box are in full working order with a large attendance of boys and girls fully ready for work after their summer vacation.

AFTER all that has been said, how many of the three hundred thousand teachers now at work possess a single treatise on education? Of course we know the number is small. But there is one satisfaction—there are more than was last year.

THE plan of having Normal Institutes in New York State must be set on foot in 1883. We believe there are plenty of young men and women who will attend them and pay the expenses themselves, if the State will not. And why not? They do it all over the glorious West. Let us hear from our New York teachers.

A SUBSCRIBER writes: "I have quit teaching because I have a more paying business. I regret to leave the school-room, for I know I was doing a world of good there. I shall watch matters, and when I can afford it get back into the teaching ranks again."

(Here is a man that evidently should not be allowed to do anything but teach.)

THE "educational notes" cost a good deal of labor. We value them greatly; in them are concentrated the ideas and facts of progress. We ask this question of you: Do you find them serviceable? Do you want them kept up? Suppose you take a postal card and let us know. Again, our letters contain interesting matter; do you like to have extracts from the letters? By spending a cent you can aid us to determine some of these things. Will you do it?

MANY of the readers of this paper are surrounded by ignorant people, who are utterly unable to comprehend good teaching. A letter from a West Virginia teacher gives a pathetic account of his being turned away from two places because he taught phonics! We must warn all such to proceed slowly. It is not so very many years ago that a teacher was turned out in Vermont because he taught grammar. West Virginia is waking up. Let the teachers give lectures and tell the people of the "new ways."

In 1874 we began to urge the teachers to teach Temperance and Hygiene in the schools; some scoffed; some said the people would not permit it; some said it was not their business. But mark the change. In most of the meetings this summer these two subjects have been presented, and the teachers urged to see that they are taught in the schools. The American Medical Society urges the teaching of Temperance; so do the ministers. We are not now such a ways ahead of public sentiment as in 1874.

A CERTAIN physician was very unsuccessful, and yet he was a hard student. It was explained by another in the words, "he studies his books, but not his cases." The teacher must study his pupils; he must day by day, watch them to learn more important things than he has extracted or can extract from books. How they learn, how they think, re-

member and reason; how they are influenced to choose the right, how they are induced to give their days and nights to study, how they became familiar with facts and principles, how habits are formed—these are a portion of the problems that are presented to the teacher. Let him consider the pupil as an object which he is to study.

WITH the increased attention which the public gives to the kindergarten comes, of course, a demand for more teachers who understand it. And here arises the difficulty. There are few training schools, and not every one who is trained in them can comprehend the deep principles that are underneath the first teaching of children. Hence we view with suspicion the opening of kindergartens, and ask, "Does she understand the kindergarten?" The public have tried some of these, and, as the children are improperly trained, are disgusted; they consider it to be a trick, and true men and women suffer. To understand the kindergarten means a great deal. The person who understands the Kindergarten understands the foundation principles of education.

THOSE who first try to teach look solely at the studies. They try "to pass an examination," and if successful consider their troubles over. This autumn a hundred thousand persons will begin their teaching from this point of view. They have answered certain questions in arithmetic, grammar, geography, etc.; they are then invested with a certificate and the work begins. Now one principle must be admitted: *not all who know a thing can teach that thing.* True, it is the common opinion that you can teach a thing if you know that thing, but this is a mistake. To know a thing is one thing; to possess the art of teaching that thing is another affair. If a man owns a boat it does not follow that he can sail it; an apothecary is not a physician. There is great space between knowing and teaching.

I HAVE stated it as my firm conviction, that there is in the infant a principle which may, under the divine guidance, enable him not only to stand distinguished among his fellow men, but also to fulfill the highest command of his Maker, to walk in the light of faith, and to have his heart overflowing with that love which "beareth all things, believeth all things, hopeth all things, endureth all things,"—the love which "never faileth."

I have called this principle, even as it is manifested in the earliest stage of human life, a principle of love and faith.

I shall try to explain my idea in a manner which will scarcely leave a doubt on the nature of the fact, to which it is my wish to call the attention of all persons engaged in education. They will be ready to admit, from past experience, that if you treat a child with kindness, there is a greater chance of succeeding, than if you try by any other means.

If you succeed, by kindness, more than by any other means, there must, I would say, be a something in the child, that answers as it were to your call of kindness. Kindness must be the most congenial to his nature; kindness must excite a sympathy in his heart. Whence is that something do-

rived? I have no hesitation in saying, from the Giver of all that is good. It is indeed to that same principle in man, that He has always addressed his call, both by the voice of conscience, and whenever He has, by his infinite mercy, spoken to mankind, "at sundry times, and in divers manners."—PESTALOZZI.

For the SCHOOL JOURNAL.

### INDUSTRIAL EDUCATION.

BY SCHOOL COMR. C. W. WASSON, Friendship, N. Y.

I venture to place at your disposal a few suggestions concerning methods of teaching and a line of schooling, which may be serviceable to teachers who wish to impart more useful and less theoretical instruction.

Will the reader at the outset bear in mind some of the good things of the kindergarten system; its presentation of objects, "gifts" from which to form ideas, leading to their expression in words and sentences; its healthy exercise and pleasant variation of observation, action, study, play—that is, avoiding the monotonous "pouring over" of books. Fill your mind with thoughts in this line, and give if you can, a satisfactory reason for the kindergarten principles being omitted when the pupil passes to another (higher, so-called) school.

Again, let the reader give attention to the fact that the sciences in high school, academic, or collegiate grades are presented (or should be) with experiment, illustrations, and mostly with more laboratory practice; also that higher mathematics (trigonometry and elementary surveying) are unquestionably supposed to be attended with field practice. With these facts in mind, consider—are not the amounts, weights, quantities, measurements, data given in the examples in arithmetic as much a record of physical properties, as the statements in the physical sciences; and should not the pupil be taught to obtain them as well as others? for the custom of merely manipulating certain figures found in puzzle-like statements called examples, to get the given result (answer), is as valueless to the possessor who has not the ability and judgment to obtain or direct the procuring of necessary and desired data for the required computation, as would be the knowledge of surveying without the practice in the field.

Cases for arithmetical solution do not come to one in the active world in any such set nicely-worded form.

Why not have the pupils prepared to meet such things as they are, not as they might be? The mental discipline that is supposed to be developed by the solution of such confusingly stated cases, does not show itself in most of instances under all the attending circumstances. It can be reached more readily through other channels.

A similar line of thought can be drawn on the topic of geography, or upon the question of reading, i. e., that the pupil should build up a thoroughly comprehended vocabulary, objectively taught, which he can readily use, and which his well-balanced good sense, backed by his ability to do something as well as *know* something, will soon cause him to employ in the common activity of life.

But we have followed this line of thought far enough, we doubt, to receive the hint that rules, measures, materials, appliances can be used which are not usually supplied in common schools. It is our intention to suggest next how these may be supplied by the pupils; how, in so doing, the handling of saw, plane and hammer will be accomplished, and first steps toward the use, not abuse, of tools (in general) be achieved.

THE NEW YORK MUSEUM OF NATURAL HISTORY.—Mr. Morris K. Jessup of this city has agreed to pay ten thousand dollars for a complete collection of the mammals and birds of North America, and Mr. Robert Colgate will give seven thousand dollars for a collection representing all the quadrupeds of the world. About three hundred monkeys will comprise the latter collection, while the other will include some seven or eight hundred objects. It is believed that about three years will be required to fill these two orders. Prof. Henry A. Ward of Rochester, N. Y., has taken a contract to furnish these collections.

For the SCHOOL JOURNAL.

### FIVE WEEKS AT MARTHA'S VINEYARD.

By E. K.

Soft, grey tints shadowed sea and sky on that July morning, when we crossed the bay to Martha's Vineyard. Something, we knew not what, awaited us behind that dim horizon. But the steamer bore us swiftly onward; the cool, strong wind blew in our faces; and our hearts were full of hope.

Oh! the brightness of those days at Martha's Vineyard! Bright, when they lay fresh and new before us; bright to-day, when they lie far behind. From that first morning when we saw Camp Meeting Landing, to the afternoon when we watched the green shore fade, no shadow dimmed their light. And why were we so happy? What made us glad that we were there?

Because the sky was very blue at the Martha's Vineyard, and the light that shone on trees and grass, pure golden, and the sea that ringed it round, a smiling, summer sea. Because goodness and kindness were about us, while care was far away. Because in this happy place old days came back again, and we could almost dream that we were children, going to school.

The doors stood wide open at Union Chapel; leaves rustled, soft gleams of sky shone through them, and the sweet out-doors looked in. Day by day we met there, always expectant, never disappointed; strangers from north, south, east and west, yet who grew to feel not strangers, because a common interest drew us to one another. We were hungry, and bread was given us. We asked for knowledge, and we were truly taught.

Oh! the faces that we saw at Martha's Vineyard! Bright and young, earnest and thoughtful, kind and true! The paths which converged there may never meet again, but perhaps, some day, we shall see God's light upon those faces in His city.

What did we learn at Martha's Vineyard? We will try to show it as the years go by. We will try to prove by work more real, more living, that we brought home with us not methods, but a principle. We have learned that this new education—new only as the truth is new which men have failed to recognize—preached by Comenius, by Pestalozzi and by Froebel; labored for by earnest thinkers in every country and every age, is based upon his teaching, who long ago, in Galilee, took that little child and set him in the midst.

We have learned that the new takes in the old—that the aim of this study of methods, study of mind, study to bring the wealth of the universe into the life of the boy and girl, is only to help us teach better what we have prayed to teach: "Blessed are the pure in heart, for they shall see God."

What have we brought from Martha's Vineyard? Pictures, to gladden us all through the year—of a fairy city, a halcyon sea, a quaint, old town, wonderful, strange-hued cliffs, the breakers rolling in at South Beach. Autumn leaves will fall, and the air be thick with snow, but in these pictures it is always summer, and the skies of Italy are not so sweet.

We have brought, let us trust, a broader vision, a higher ideal, a stronger faith. We will try to be truer, braver, humbler; free, with that freedom which is "perfect obedience to God"—because of those happy days at Martha's Vineyard.

Life! we have been long together,  
Through pleasant and through cloudy weather.  
'Tis hard to part when friends are dear,  
Perhaps 'twill cost a sigh, a tear.  
Then steal away, give little warning,  
Choose thine own time;  
Say not good night,  
But in some brighter clime  
Bid me good morning.—MRS. BARBAULD.

A little private imitation of what is good is a sort of private devotion to it; and most of us ought to practice art only in the light of private study—preparation to understand and enjoy what the few can do for us.—GEORGE ELIOT.

For the SCHOOL JOURNAL.

### VENTILATION.

BY PROF. T. J. GRAY, St. Cloud, Minn.

The necessity of a thorough ventilation of our houses and public buildings is no longer questioned by intelligent persons. But it often happens that people are in the same condition concerning this subject that a man addicted to the use of strong drink is,—he knows it to be a vicious habit, yet does not reform. We admit that fresh air is needful, and foul air hurtful, still we continue to breathe the foul air. The average teacher is about as much of a sinner in this regard as any one, and western are no better than New England teachers.

I find that the great difficulty is in the lack of interest among teachers. They are not particularly concerned about the matter, so they know very little about it. The subject is not included within the three R's, and they are not therefore obliged to teach it.

In my work among teachers, both in schools and in institutes, I have found that when they are shown how to handle the subject they are at once interested in it, and thus a desire to understand more about it is easily awakened.

It often happens that in the best schools there are times when the routine work becomes very distasteful to both pupils and teacher. At such times the nervous equilibrium can be easily and pleasantly restored by introducing some such exercise as the following:

Let the teacher provide herself with two or three strips of tin about one fourth of an inch wide and ten inches long, half dozen small tapers or pieces of candle, and a little lime water, a little muriatic acid, a few bits of chalk or marble, a large quart bottle, and two or three smaller ones of any size, a little piece of glass, or tin, or rubber tubing, or a pipe stem, and a couple of corks or the large bottle.

Break off the bottom of the large bottle, by pouring in hot water and sitting the bottle on ice or in snow; bore a hole through one cork and run a piece of the tubing through with an air tight joint, fasten three tapers to a small stand like a candle stick with the strips of tin, placing them at different heights; fasten one into a strip of the tin so as to use the tin as a handle. She is now ready for an interesting series of experiments. Have the school note down carefully what is done, the teacher helping them to write it in concise form, allowing under the first head nothing but what will answer the question, What did I do? Under another head have written what will answer the question, What do you see? Under a third have written the answer to the question, What do you conclude?

By this plan the pupils learn to observe and conclude correctly, the highest function of a thinking being.

The worked can be arranged thus:

Experiment.	Observation.	Conclusion.
Pour a little muriatic acid upon some chalk in a bottle. Plug into the bottle a lighted taper.	The taper is extinguished.	The gas formed by the action of the acid upon the chalk will not support combustion.

Experiment.	Observation.	Conclusion.
Pour the gas from the bottle in Exp. 1. into another bottle containing a little lime-water. Shake.	The lime-water turns milky.	The gas is carbonic acid.

It will be necessary to tell the pupils that no other substance will turn lime-water white under these conditions, except carbonic acid. It is this fact that constitutes the test for the gas.

Experiment.	Observation.	Conclusion.
Blow the breath through the tube into the lime-water.	The lime-water is turned milky.	The breath contains carbonic acid.

Experiment.	Observation.	Conclusion.
Put the perforated cork into the large bottle. Set in a dish of water so as to seal the lower edge. Place the mouth over the tube, and draw all of the air into the lungs twice. Invert the bottle quickly and thrust into it a lighted taper.	The taper is extinguished.	Air breathed twice will not support the combustion. Hence would be fatal to life.



Experiment.	Observation.	Conclusion.
Light the three tapers on the stand and set in a hollow dish of water. Invert the large bottle over them (cork the bottle tightly).	The upper taper is first extinguished, then the middle one and lastly the lower one.	That the impure air first gathers in the upper part of a room, whence by diffusion it spreads throughout the room.

It will be easy to see the bearing of these facts upon the subject of ventilation. Each experiment will form the text of a very entertaining and instructive talk. Carbonic acid in wells, how the gas is formed in the body, how it is thrown off, what the blood circulates for, how the body is really a little furnace kept constantly at 98°, how the air of the room coming in contact with this furnace is heated and rises, carrying the impure gases upward like the tapers in under the bottle, and other topics can all be thrust home into the minds of the pupils.

So by a little ingenuity and enthusiasm much useful information can be given, the importance of ventilation taught so that it will be regarded, and a white heat of interest be developed in the school. The expense of such experiments is merely nominal; the apparatus here spoken of need not cost over fifty cents, and it will serve for many other occasions. The teacher can in a similar way arrange three score simple experiments in this and kindred subjects, that are just as good as though they cost ten dollars each.

For the SCHOOL JOURNAL.

### WINNING THE PUPIL'S LOVE.

BY HAZEL SHEPARD.

There is no power equal to it. A child will do a thing for love when nothing else will move it. In the school room a woman sinks herself, her personal thoughts, cares, likes and dislikes, and is a teacher in the fullest, noblest sense of the word. Once there, the only way to truly fill the place is to enter heart and soul into the work. Teachers should make it their business to understand the disposition of each little charge. Personal dislike should be unheard of from teacher to pupil. It takes a great, grand soul to make a good teacher, but what a work it is! Where is there such an unlimited field for the study of human nature, and what is the advantage of such study unless it "guides the mind and mends the heart." But how to win the children's love is the query, and I ask in return: Was there ever any one who patiently and thoughtfully strove to win children's love and failed? No; that is an impossibility. But there is a want of success which too often lies in lack of patience or good practical judgment. An habitually stern face with cold voice or manners does a great deal toward estranging a pupil. If teachers but knew it, ninety-nine times out of a hundred they would make their own paths far pleasanter ones if they wore a sunny face and kept

"A heart at leisure from itself,  
To soothe and sympathize."

This very desirable end is not to be gained by indulgence to an unlimited degree, but it is always best to have as few rules as is consistent with good government. There never should be any question who was to rule, but let the reign be a loving one. In times of discipline let the children know that a reprimand and serious dignity are willingly forgotten as soon as the offence is passed. It is a most desirable thing to cultivate tact in talking with the children at recess and other odd times upon things that have no connection with school matters. It does a deal toward establishing a good fellowship, which is far more of a power for good than a severe dignity and calm superiority. To practically gain this point avoid any conditions, board, food and the like that wear on you and make you unhappy; then strive to be free-hearted, and think of people and things outside of yourself. Then to my mind, there is no such word as fail.

Mrs. Widgery-Griswold, the well-known artist, is now in Brussels; she will make an extended tour in Europe, visiting the Alps, Italy, making some stay in Milan and Venice. As a hard-working and conscientious artist Mrs. Widgery-Griswold has attained a high rank in America, even in a short time; we shall expect some to see some fine studies on her return.

## THE SCHOOL-ROOM.

### FOR MEMORIZING.

#### BEAUTIFUL THINGS.

Beautiful faces they that wear  
The light of a pleasant spirit there,  
It matters little if dark or fair.  
Beautiful hands are they that do  
The work of the noble good and true;  
Busy for them the whole day through.  
Beautiful feet are they that go  
Swiftly to lighten another's woe,  
Through summer's heat or winter's snow.  
Beautiful children of rich or poor  
Who walk the pathway sweet and pure  
That leads to the mansions strong and sure.

#### THE WASP AND THE BEE.

A wasp met a bee that was just buzzing by,  
And he said, "Little cousin can you tell me why  
You are loved so much better by people than I?  
My back shines as bright and as yellow as gold,  
And my shape is most elegant, too, to behold;  
Yet nobody loves me for that, I am told."  
"Ah, cousin," the bee said, "'tis all very true;  
But if I were half as much mischief to do,  
Indeed they would love me no better than you."

#### WORK WITH A WILL.

Pull away cheerily, work with a will!  
Day after day every task should be done!  
Idleness bringeth us trouble and ill,  
Labor itself is some happiness won!  
Work with the heart and work with the brain,  
Work with the hands and work with the will,  
Step after step we shall reach the high plain;  
Then pull away cheerily, work with a will!

#### A LITTLE LONGER.

What does little birdie say,  
In her nest at peep or day  
"Let me fly," says little birdie;  
"Mother, let me fly away."  
Birdie, rest a little longer,  
Till thy little wings are stronger.  
So she rests a little longer,  
Then she flies away.  
What does little baby say,  
In her bed at peep of day?  
Baby says, like little birdie,  
"Let me rise and fly away."  
Baby, sleep a little longer,  
Till thy little limbs are stronger.  
If she sleeps a little longer,  
Baby too shall fly away.

—ALFRED TENNYSON.

#### HOW TO WALK.

Hold up your head, my little man;  
Throw back your shoulders, if you can,  
And give your lungs full room to play.  
Toe out, not in, like a circus clown;  
Just let your arms hang loosely down,  
And walk as though you knew the way.  
Work while you work, play while you play;  
This is the way to be cheerful and gay.  
All that you do, do with your might;  
Things done by halves are never done right.

For the SCHOOL JOURNAL.

### LESSONS IN READING.

The teacher has a class of say sixty pupils, and all are unable to read. Some do not know the alphabet; what shall she do? Let her divide her class into sections of ten each, because little children cannot be taught in large masses. Let her gather a section about her and take up an object—a hat is convenient—it is at hand—the name is short and the pupils know its name. After a preliminary talk about the nice time they will have together, the teacher takes up a hat and says brightly, "What is this?" A few only answer, the rest being afraid.

Now, children, don't you be afraid to speak; the school is a place where we talk to each other; now we have come here to talk together and I want a real nice talk. So when I say, What is this? you

must all answer. Now again, What is this? A hat. So it is. Once more, What is this? A hat. Say it again. A hat. Again. A hat.—Say it three times. A hat, a hat, a hat. What came out of your mouth just now? No answer, probably, for it is a startling question. Ah, you cannot answer. Well, then, when I ask, What is this? you will say something, won't you? Yes, ma'am. Let me try the experiment and see. When I ask you the question you watch with your ears, and see what comes out of each mouth. Now look out. What is this? A hat. Right. Now tell me what comes out of your mouths? A word. (It may take ingenuity to accomplish this, but it can be done.) Yes, it is a word, and when you talk you use words all the time. You never thought of that before, did you? Well, the word hat is the name of this (pointing), is it not? Yes, ma'am. I will draw a picture of the hat. See, here is the —? Crown. Yes, and this? Band. Yes, and this? Brim. Yes, this is a picture of a hat. Now suppose I wanted a hat and could not speak. I could make a picture and take it to the store, and they would give me a hat, would they not? Yes, ma'am. Is there any other way I could tell them—well, John? Write. Yes, that is the handiest way; that is what deaf and dumb people do. Here is the word hat. (Writes in script.) So you see we have the hat, its picture and the word.

This seems slow, but it need occupy but five minutes after the section feels at home. Then take another section; then another, and so on. One learns by hearing the other. The whole thing should be done with life and animation.

#### SECOND LESSON.

The teacher will call up a section, and grouping them around her asks, Write *hat* on the board. What is this? *Hat*. It is the word hat; there is the hat itself. (She now calls John and gives him the hat.) What do you say? Who is smart, real smart in this class? (Pause.) Who is this? *John*. Right, and what has he? A *hat*. Certainly. Now what do you say? I see Mary's eyes are twinkling. She can tell. *John has a hat*. That is right. That comes from thinking. I will write the words on the board. (Writes "John has a hat" on the blackboard.) Now, I will read it. (Reads.) The first word (points) is *John*—that is the name of this boy. (Points.) The next (points) is *has*, the next (points) is *a* (pronounce uh, u short;) the next you know. Now all may read the words. (They read. She now takes the hat and gives it to Mary.) Now what do you say? *Mary has a hat*.

For the SCHOOL JOURNAL.

### LEAVING THE ROOM.

BY H. C. EICHEL, Ridott, Ill.

I have a pet maxim to this effect: "A right works better than a favor." Acting upon this plan I set about some time ago to change the old custom of letting scholars ask permission to go out; I never liked this plan, for it always gives the important scholar an advantage over the timid and modest ones. This is the plan I tried next:

Immediately after school is called, I distribute to all the scholars then present small tickets which give the holder a right to pass out when the time comes for him to make use of this right. After school has been in session for about forty or fifty minutes, I place upon my desk, in view of the scholars, a card with the word "out" written upon one side, the blank surface towards the school. This signifies to the scholars that they have a right to go out. Each one that goes out turns the card so that the word "out" is toward the school, and no scholar has a right to go out until the card has been again turned, so that the word "out" is out of view, this the scholar who passed out does when he comes in.

At noon and at evening the role is called, and every scholar who has not used his ticket receives a mark; at the end of a certain time the scholar who has the highest number of marks may receive a small present. This plan does much to prevent tardiness.

For the SCHOOL JOURNAL.

## OCCUPATION FOR THE CHILDREN.—NO. I.

## READING LESSON.

Whenever a teacher asks, "What shall I do with the little children?" and we reply, "Keep them busy;" then she says, "Yes, but how?"

Aye, that is the question, "How?" How to furnish a variety of occupations for those restless, active little creatures, whose restlessness and activity it would be "a sin to repress, but which requires almost the wisdom of a Solomon to control."

Supposing that they can read and print, let us try these exercises; I know they have succeeded; will they not again?

Have letters, words and sentences upon the black-board.

1. Let them copy on slates letters printed on the black-board.

2. When this is done let the letters be read aloud as a class exercise.

3. Let them print on slates words from the black-board, and read as with the letters in No. 2.

4. Let them print on slates letters taken from their own books.

5. Let them print on slates words taken from their books.

6. Let this be followed with sentences, and every time having the class exercise, which, if properly conducted, will break up any tendency toward monotony.

7. Let them at last print with pencil on paper a nice little exercise of letters, words or sentences from black-board of text-books.

8. When this is done, the signal may be given and the little ones all march around and show the papers which the teacher may glance over, as each one halts in front of her, and pass a word of commendation upon. The exercise upon the paper should be so short that it would take but a moment to glance over one. The notice taken should have real life to it. It is not to nod and say, "yes; yes," to every one. We must remember our object is to interest the little ones more than to give such criticism as will benefit them particularly; although if each has a special word of its own, there will be a benefit derived, and it will be of far greater use as a lesson than any mark given upon report of diary at the end of the week or month.

## GYMNASTICS.

Position—Stand erect; hands at sides; heels together.

1. Take a full breath; rise on tip-toes gradually, and then come down again to position, at the same time expelling breath. Repeat this three times.

2. Take full breath and bring fists to arm-pits, then expelling breath, drop them, opening the hands as they fall.

3. Rise as in No. 1, at the same time going through the arm exercise of No. 2.

4. Position; take a full breath, extend arms horizontally, opening the hands in the act of extending them.

5. Bring fists back again while drawing another breath, and drop as in No. 2, expelling the breath. (This should never be omitted, as exercise of this kind may be harmful unless the breathing be attended to; then it is undoubtedly very beneficial.)

6. Take breath; rise as in No. 1, at the same time bringing up the fists; expel breath; come down to position with the feet and extend the arm as in No. 4.

7. Take breath; rise again on tip-toe; bring back the fists; expel breath, and drop the hands as in No. 2, coming back to position on the feet.

8. Take breath; bring fists to arm-pits; expel, and thrust arms forward, opening hands.

9. Take breath; bring fists to arm-pits; expel, and drop hands.

10. Take breath; rise on tip-toes with arm movement No. 7; expel; come to position on feet and extend arms.

11. Take breath; rise on tip-toes; arm movement No. 9; expel; come to position on feet and drop the arms.

12. Take breath; bring fists to arm-pits; expel

while extending arms upward with open hands.

13. Take breath; bring fists down to arm-pits; expel, and drop as in No. 2.

14. Take breath; rise on tip-toes while bringing fists to arm-pits; expel while coming back to position on feet and extending arms upward as in No. 11.

15. Take breath; rise on tip-toes while bringing fists to arm-pits; expel; come to the feet and let hands fall as in No. 2.

For the SCHOOL JOURNAL.

## LESSONS IN COMMON THINGS.

(FOR PRIMARY CLASS.)

GUM ARABIC.—(Show a piece of the class if possible.) The rainy season begins in Morocco in July. By the middle of November it is over, and then a gummy juice comes out of itself from the trunk and branches of the acacia tree. In about fifteen days it thickens in the furrow down which it runs, either in a sort of worm-shape, or in the form of oval or round tears, about the size of a pigeon's egg. The gum has different colors, varying from a light straw color to garnet red, as it belongs to the red or white gum tree. About the middle of December the Moors take up their camp on the borders of the forest, and begin their gathering. The harvest lasts six weeks. The gum is packed in very large sacks of leather, and is thus carried on the backs of bullocks and camels to certain ports where it is sold to English and French merchants. The fresh gum is very nourishing. During the whole time of harvesting, and of making the journeys to the ports, the Moors of the desert live almost entirely upon it. Experience has proved that six ounces of gum are enough to support a man for twenty-four hours.

For the SCHOOL JOURNAL.

## HOW THE TEACHER MAY BECOME THE SOUL OF THE SCHOOL.

BY MISS M. R. ORNE, Lynn, Mass.

"None any work can frame,  
Unless himself become the same."

1. *He must give his whole self to the school.*—When a man undertakes an enterprise, to make it a success he must devote all his energies to the work and concentrate all his faculties upon it; then and only then may the idea become embodied.

2. *Be self-possessed.*—A teacher must be master of himself before he can obtain the mastery or control of others. This is the result of what we call character. The lives of illustrious men teach us that they owe their greatness to the possession of a personality. This may be plainly stated as having ideas of their own. This is most essential for the teacher, for his work is that of impressing others.

3. *Be natural,* especially toward children. We have all seen much false dignity in the school-room and have observed its blighting influence. It crushes out all the exuberant life and animation with which nature has provided youth, and substitutes mere machinery which moves or stops at the tap of a bell. Does it fit the child for life? Does it fertilize and enrich the mental soil, and promote the growth of character? Does it teach self-reliance and self-respect? No. It drives the child from its legitimate source of instruction—the teacher, and there it stays. The nearer the child is to the teacher's heart the better for it.

4. *Inspire.* He who would successfully educate must inspire confidence in the minds of his pupils; he must awaken sympathy, for this will prompt them to co-operate with him in his work and accept him as their leader.

5. *Warm up the heart.*—The heart is the source of all things; encourage the growing faculties, do not repress them. Life and freedom are necessary to healthful, vigorous growth. It is not our mission to destroy these elements, but to direct them. A certain amount of government is necessary, but it should be recognized merely as necessary for the benefit of all concerned.

6. *Be orderly.*—It is a mistake to imagine that children do not like a quiet, orderly school-room.

Through sympathy with the teacher they take pride in making it so.

7. *Earnestness of purpose is needed.*—We have all read of noble, self sacrificing men and women, who have entered the worst dens of our cities, and, by the earnestness of their purpose, have caused the wretched inmates to listen and tremble. This reveals a principle of the human race. Human nature is the same, no matter who has it, and it is everywhere subject to the same laws. The dignified, aimless, unsympathetic teacher fails for want of earnestness. Can you not associate this quality with tenderness, appreciation and a gracious manner? These are the virtues you would cultivate, and, "as the teacher so is the school." But such heights are not attained in a day.

8. *Perfect yourself,* if you would succeed,—this is the lesson of life.

9. *Ability to give,* occupation is another great point. The mind that is pleasantly employed with its legitimate subjects forgets to plot mischief, and not unfrequently loses all desire to do so.

10. *Excite hope and ambition.*—Teach your class to look forward to each recitation with interest. You stir up the desire for knowledge without quite gratifying it. They feel the necessity of work, if they would know more. The mind delights in acquiring knowledge as the body delights in receiving nourishment. It is only when either is crammed with unpalatable or indigestible food that nature revolts.

11. *Be sure to attract attention.*—The pupil is inattentive when he becomes conscious that he is not receiving sufficient reward for his attention; so he wanders off to more congenial pursuits.

12. *Have Variety and Freshness.*—A teacher cannot have too many methods, provided they are all good. In teaching a difficult subject you will find that to some of your class it is still wrapped in mystery although you may have used a good method. The fault may be in the method; or it may be that you have not employed it properly; it may be that those slow pupils need a different course of reasoning to make it plain to them, therefore be fertile in your resources.

For the SCHOOL JOURNAL.

## LESSONS IN NATURAL HISTORY.

(FOR THE PRIMARY CLASS.)

A gentleman in England named Sir John Lubbock has spent a great deal of time in studying about ants. He has found that they have slaves; the winged ants, that make the mothers and fathers; and these slaves are the large black ants we so often see busying themselves about. They do all the work; the others will not do anything, not even take care of their young. Sir John tells about a gentleman who placed thirty of them with some larvae, (that is ants in the caterpillar state) and pupae (in the cocoon state) in a box supplied with honey. At first they paid some little attention to the larvae, but that was soon ended, and more than one-half of these "Amazons" died of hunger in less than two days. They had not even traced out a dwelling, and the few ants that remained seemed without any strength. The gentleman took pity on them, and put in one of the black ants. This one "slave," without any help, set things to rights, made a chamber in the earth, gathered the larvae together, got out several young ants that were ready to leave the cocoon and preserved the life of the remaining amazons. Others have found the same thing true—that no matter how small the place where they are kept may be, or how large the quantity of food, these stupid creatures will starve among plenty rather than wait on themselves. The slaves do everything—get the food, look after the young, dig the dwellings and keep them clean, and if the colony moves, they even carry their masters on their backs to the new place. This gentleman said he had kept some of these lazy ants apart for three months by giving them a slave for an hour or two a day to clean and feed them. In this way they had lived in perfect health; when if left alone they would have died in two or three days.



## THE CLASS IN BOTANY.

**COLLECTING FOR AN HERBARIUM.**—Gather specimens in fine weather, if possible. If taken in wet weather, or if water plants and those growing in wet places, the moisture should be shaken from them, and they should be dried as much as possible before putting to press. When the weather is very warm your collecting box may be lined with large leaves, and the contents kept comparatively fresh by sprinkling occasionally with fresh water until after analyzing. In making a thorough collection, the entire plant, roots and all should be preserved. In examining plants you will often find that the lower leaves differ very much from those farther up the stalk. Many times it is only by means of the lower leaf, or the one or two above it, that it is possible to determine what the plant really is. Therefore, when the plant is too large to be saved entire, one should keep the top or some of the branch leaves, and the lower part of the stem with the first or seed leaves. Enough of the root should also be kept to show the nature of the plant. Specimens should always be taken at a time when the plant is in flower or fruit. In herbs, both will often be found on a plant at the same time. Two leaves, at least of a fern should be kept; otherwise the specimen is incomplete. One should not hold specimens in the hand longer than is necessary; the warmth hastens wilting. Make a note of the locality where collected on a little slip of paper, and attach it to the plant before putting in the collecting box. It is best to use a vasculum, or tin collecting box made on purpose; then the specimens may be carried with safety and ease. Plants should be with roots together at the end of the vasculum. Algae (sea weeds and the like) should be placed in wide mouthed bottles, filled with salt or fresh water according to the element of the specimen. These bottles may be conveniently carried in a small basket. A small scoop-net, attached to a telescopic handle, will often prove serviceable in taking specimens from water, or pools between rocks and other inaccessible places. The best time for collecting algae is after a storm, though there are generally plenty to be found on the sea-shore in early morning. Drags and fishermen's nets often contain choice and rare specimens.

For the SCHOOL JOURNAL.

## QUIET IN SCHOOL.

BY C. N. MARVIN, Marshalltown, Iowa.

Some people think that a school is not a success unless the pupils sit motionless in their seats, gazing solemnly at their books during study hours. This is a mistake. There should be enough freedom from restraint in the schoolroom to make it pleasant for the pupils. School work cannot be carried on successfully without making some noise. The physical needs of the pupils include frequent movements.

The restraints should be, as far as possible, self-imposed. A reasonable degree of quiet can be secured in most schools by adopting the following method:

The first morning of each month the teacher places the names of all the pupils present in a roll of honor upon the blackboard. In case any one leaves the room, whispers, drops slate or pencil on the floor, or makes any unnecessary noise the teacher erases the name. The next morning a figure one is placed before each name to show that it has been upon the roll one day. Each day the number is increased one. As soon as it has been on the roll five days it is transferred to another called the "Best Roll of Honor." Each morning the names erased the day before are re-written. This method makes it desirable for the pupil to be careful, and constantly reminds him of it. With many it soon creates a habit of being careful. It can be easily modified to suit the need of any school.

**MANUAL OF OBJECT TEACHING.**—Supt. Calkins is winning good words on every side. Larkin Duntun, principal of the Boston Normal School, says, "The teachers of this country are again debtors to Supt. Calkins. His work is a valuable contribution to educational literature. Sound in principles and helpful in methods; it is a good example of scientific thought directed by sound sense."

## DIARY OF EVENTS.

The harvests of the world are in an excellent condition. No serious deficiency is reported from any quarter, and there is a general abundance throughout Europe and America.—A convention of the teachers in institutions for the Deaf and Dumb was held in Ill., the last week in August, at which time the different methods were freely discussed and several very interesting papers were read by prominent teachers of the Deaf and Dumb from all over the Union.—The steam whaler North Star, was crushed in the ice off the coast of Alaska.—Yellow fever is abating on the Rio Grande, but the cholera still rages at Manila.

Sept. 8 The Governor of Iceland has published an appeal stating that the winter of 1880-81, was the severest within memory, and being followed by a cold summer, not more than half the average hay crop was produced. The following winter proved equally severe and the fodder ran short and many poor animals died. Last spring great drifts of pack ice from Greenland choked every inlet and bay, blighting the hay harvest this year, so that now a large portion of the country is in a state of famine. Prof. Fiske, at Cornell Univ., N. Y., receives subscriptions.—It is said that England has signed a secret treaty with Turkey, relative to the ultimate disposal of Egypt.—A severe earthquake occurred on the Isthmus of Panama, Sept. 7. Many buildings were damaged, but no lives lost.

Sept. 12. In the Star Route trial at Washington, a verdict was given, acquitting Turner and convicting Miner and Rerdell, and disagreeing as to the other defendants.—The average condition of the cotton crop is better now than it has been at the same date for ten years past, except in 1880.—Prohibition has made such progress that the more prominent saloon keepers in Detroit have closed up and gone into other business.—Most of the striking operatives in Pittsburgh iron mills, have resumed work.

Sept. 18. The Steamer Asia, carrying about 100 passengers and horses, and lumber, went down in Lake Huron, during a gale the morning of the 14th. Two persons are supposed to be the only survivors.

## COMPARISON.

## AN IMPORTANT STEP IN EDUCATION.

BY N. A. CALKINS, Assistant Supt. of Schools, N. Y.

In observing a number of objects of the same class we at once become conscious of general *similarities* which run through the whole; and we also observe, at the same time, a great variety of *dissimilarities* between one individual and another. Now, each individual object leaves its own special mental residuum in the mind, so that we unconsciously accumulate a large number of impressions which have a family likeness. All these residua, so far as they resemble each other, blend together; while the remaining elements in the residua, which are unlike, are left free to combine with any other impressions with which they may have any special affinity. Thus, in the development of concepts there is a latent process of classification always going on.

In these earliest processes of the mind's operations we observe the development of its recognition of *likeness* and *unlikeness* of things, and the law by which classification and generalization exist. From the continued exercise of these processes of classification there at length grows up the habit of a more general comparison of objects, and of ideas, for the discovery of their resemblances and differences. Here, then, we see the mode of development, and the nature of that mental operation which is commonly known as *Comparison*. In its operation during infancy, comparison considers the resemblances of only two objects, both of which are present; subsequently it considers the present with the remembered absent. It is the child's first step toward judgment, and forms a part of the process of reasoning. Comparison deals with two opposite qualities—resemblance and difference. The mind first takes cognizance of resemblances, then of difference; therefore in the processes of early education this order should be observed.

## CULTURE OF COMPARISON.

We have already seen that the law of *similarity*, on which comparison is founded, exists in the mind before any educational processes can be applied to shape it; yet habits of ready and accurate discrimination of resemblances and differences are to a great extent the result of education. These habits of comparison may be acquired by means of appropriate exercises. In supplying the necessary means for this purpose the familiar objects of nature should first claim our attention, and their physical parts and properties be considered earlier than their abstract qualities.

"The child's earliest perceptions being those of color, form, size, and motion, given him by sight, he should be led to notice the resemblance of one object to another, whole to whole, in respect to these perceptions." Thus, the dog is set beside the cat, the sheep beside the goat, the horse beside the ox, the cat with the lion, the hen with the turkey, the duck with the goose, the apple with the orange, the rose with the pink, the grape with the plum; while comparisons are made in respect to form, color, size, manner of motion, etc. The covering of the sheep may be compared with that of the dog, the overlapping feathers of birds with the shingles or tiles on a roof.

Subsequently this process of comparison may be extended to objects of which one is absent and inaccessible; thus, it becomes the means of enabling the imagination to form conceptions of things beyond the range of our senses. In this manner the formation of the claw of the tiger may be understood from comparison with that of the cat; the contour and characteristics of a wolf from those of a dog; and, by resemblances and differences combined, the beak and claws of the hawk or eagle may be conceived from those of the hen or the canary; the covering of the Brazil-nut from the common walnut. Indeed, the field is boundless, and the subjects are numberless, for the exercise of comparison and the acquisition of knowledge through its aid.—*Manual of Object Teaching*.

For the SCHOOL JOURNAL.

## GEOGRAPHY CLASS.

**THE BERMUDA WATER SPOUT.**—A large water spout assailed Bermuda on the 14th of August. It was first observed on the Great Sound, which lies on the west of the island. The water spout itself lasted but twenty minutes, but the whirlwind that followed, coming from the southwest, tore up all the trees and bushes that lay in its course. Bermuda lies about three hundred miles north of the zone occupied by the trade winds in August, and is therefore liable to occasional strong anti-trade winds. It was in one of these that the recent storm was apparently formed. The water spout is actually a tornado at sea, but its destructive influence there is far greater even than on land, because the tremendous circling speed has, on land, so much more to diminish it by friction. One peculiarity of the recent Bermuda visitant was that its formation seemed to have been associated with a remarkably "cool wave" which passed southeastwardly (toward Bermuda) off our Atlantic coast on August 11. This probably reached the vicinity of Bermuda about the 13th, where it met the warm southerly winds, and by their conflicting currents formed the destructive elements.

For the SCHOOL JOURNAL.

## FREE STAMPS.

SCENE: An office.

CHARACTERS: Mr. Brown, Mr. Jones.

[Mr. Brown is sitting in his office; he has books, papers, etc., about him, and is very busy. Enter Mr. Jones.]

Mr. Jones. Mr. Brown, I believe?

Mr. Brown. Yes, sir.

J. My name is Jones. I live out on the cross-roads near the big white meeting-house, built by Capt. Cuthberts when he came back from the war.

B. Ah?

J. Would you let me sit at your desk a moment and use your pen?

B. Certainly. (Rises.)

J. I want to send a letter to a man that owes me \$3.46; he ought to pay me, and I guess he will if I write to him. Can I use a sheet of your paper? (Seats himself.)

B. Oh yes, certainly, certainly.

J. Thanks. Will you just hang up my hat? I never can write with my hat on; my wife says it makes my head sweat and causes baldness.

B. Ah! (Hangs it up.)

J. I like to have things right when I write (laughs.)

Why, that was a good joke, wasn't it?

B. Certainly. Oh! Yes.

J. Could you spare me a stamp?

B. Oh! yes. We keep stamps.

J. I guess I'll put a little sample of wool in this letter. That man that owes me buys wool, and perhaps he will buy mine. Guess I'll have to get a larger envelope. If you have one.

B. Here is one.

J. (Licks the stamps and puts them on, and then weighs the letter in his hand.) I am afraid that's too heavy for one stamp. Guess I'd better put on another. Can you spare another?

B. Here's another.

J. I like to be careful and put enough postage; there's nothing mean about me. Some folks cheat the government all they can. Why, the Congressman from this county sends home his old boots by mail, and don't pay for it neither.

B. Is that so?

J. What time does this mail go out?

B. Where to?

J. To Belltown.

B. Really I don't know.

J. Why, it's out on the R. R. Have'n't you a directory that has it in?

B. Yes, here is one.

J. (Looking in it.) I don't see Belltown.

(Brown takes it.)

B. Here it is. The mail goes out in about an hour.

J. Are you going to the post-office, or down that way. I've got to go up by the court-house,

B. Well perhaps I'll take it.

J. Don't like to trouble you, you know. But as you are going I will leave it. (Rises and goes to door.)

B. All right. (Sits down and begins to write.)

J. (Comes back.) You have'n't any water, have you?

B. (Starts.) Water, yes; there is some. (Writes again.)

J. How does this thing work anyhow? It's one of those new-fangled things. Guess you'll have to show me. (Brown ceases writing and shows him, and then returns.) Well that water is pretty good. (Starts for door and then returns.) Mail goes in about an hour, eh?

B. Yes.

J. Well, much obliged to you. Will drop in again sometime. (Exit.)

R. I hope not.

For the SCHOOL JOURNAL.

#### STUDYING PAYS.

CHARACTERS: John, Charles, Henry.

[John is seen walking slowly along with his hands in his pockets, whistling. Charles enters with his books in his hand, looking smart, walking briskly. Henry is a larger boy, and has a bundle; he walks briskly too.]

John. (Soliloquizing.) I wonder where I had better go to-day. I went down to the wharves yesterday, and they told me to clear out. I guess I'll go to Central Park to see the animals. The keeper asked me the last time why I didn't go to school. (Looking.) I wonder what boy that is? (Enter Charles.) Hallo!

Charles. Hallo it is—why, John Jackson, don't you know a fellow?

J. Why, yes, I know you. I used to be in the class below you at the Primary School in Unity street.

C. And what are you doing now? Why don't you go to school?

J. Oh! I didn't like it; the teacher would'n't let me talk, you know, and scolded me for being late, and for staying out.

C. Well, Miss Smith is pretty strict, but I get along well enough; she don't scold me. I am getting along first-rate. But I should think you would be lonesome in the streets. We have nice times at school.

J. It is lonesome sometimes, but I look at the men building houses, and building ships, and go up to the Park to see the animals.

C. But what will you do when you get to be a man? You won't be able for business, will you?—Hallo!

there comes a boy who used to be in our Primary School—he graduated a year ago—I see him once in a while. (Enter Henry.)

Hullo, Henry!

Henry. Hullo, Charley. Still going to school, I see, (slaps the books which Charles has on his back.) I tell you what, boys, it pays to go to school.

C. That's just what I was telling John. What are you doing, Henry?

H. Oh! I'm in business; I'm general man of business in the dry-goods store on the corner of Iceland street, don't you know?

J. Where the electric light is?

H. That's it.

C. What do you get a week, if it's a fair question?

H. Three dollars, and I shall get a raise when I can learn more about keeping accounts. That's why I say it pays to go to school. I learned to write in our primary, and that helps. What's this boy doing. (Points to John?)

J. Oh, I don't do much of anything. I used to go to the primary, but I didn't like it.

H. Oh, I remember, you were in Miss Green's class; she was pretty strict with me, but I learned a great deal with her. I learned the tables and geography, and she had us write compositions. Well, why didn't you stay? You could get a good place if you do well at school.

C. So I tell him, and he cannot succeed if he don't go to school—can he, Henry?

H. No, sir; I wish I could go to school more, I could get a still better place. But I must hurry off. I tell you boys, they are stricter at the store than ever Miss Green was. (Exit.)

C. I must go—I mean to be in time at school. (Sings.)

"Be in time, be in time,

If you would succeed

Be in time."

(Exit.)

J. Hold on, Charley, I guess I had better go with you.

I am about tired of going around the streets. (Exit.)

#### WAITING BY THE SHORE.

FOR RECITATION.

By J. W. BARKER.

What seest thou, brother, o'er the stormy sea?  
The waves are mounting in their majesty,  
And yet thou standest 'mid the fearful din,  
As if some long lost ship were coming in.

"I have been gazing o'er the waters wild,  
So many a year; a disappointed child  
Of trusted fortune, 'neath whose angry frown  
I've seen full many a gallant craft go down.

"But now a shadow on the western sky  
I see, as if some ship were passing by,  
And as I watch it moving to and fro,  
It seems the very ship of long ago.

"'Twas by the hills of morning, lithe and gay,  
My gallant craft went o'er the sea away;  
And out amid the billows' fearful roar  
Her fragile form went down to rise no more.

"And nearer, o'er the bounding deep I see  
The same old ship come sailing back to me,  
Long lost, but loved thro' many weary years,  
A form of beauty and a child of tears.

"The distant islands by the sunset shore,  
Where fancy wandered in the days of yore,  
Have kept my treasure, thro' the summer time;  
And now when autumn voices round me chime

Blithe as the morning o'er the white seafoam,  
My long lost ship comes sailing proudly home."  
Once more, my brother, look across the wave,  
For on a summer morning, long ago,

One went to sleep—the silent, voiceless grave,  
Whose thrilling secrets mortal may not know,  
Closed o'er our loved one, and it seemed to be  
A gallant ship gone down upon the sea.

"Lo! o'er the waters gleams a flickering light,  
White hands are raised upon the farther shore,  
Where gentle summer smiles in radiance bright  
And fragrant breezes wander overmore.

The flickering light a steady flame has grown.  
The phantom from a thing of actual life,  
And by the homeward breezes briskly borne,  
A ship comes sailing thro' the watery strife.

And all along the near horizon's bars,  
That seem to rest upon the billowy sea,  
The forms of love, like troops of golden stars,  
From distant islands wander back to thee."

And is it true, lone brother by the shore,  
That forms of hope and love are never lost?  
Will they return still fairer than before,  
Tho' long upon the ocean tempest-tossed?

God seeth all, and He is ever just;  
After the sowing, reaping time will come;  
His promise every mortal man may trust,  
And we shall about the certain "harvest home."

#### EDUCATIONAL NOTES

##### NEW YORK CITY.

MISS JULIA F. COLE, of Grammar School No. 26, died last Sunday (Sept. 17th). This is the ninth member of the Teachers' Association who has died this year.

In visiting colored school No. 4, this week we were particularly impressed with the singing. The school is doing fine work generally and especially so in music. Mr. Richard M. Robinson is the teacher, and in praise of his method we can say that it has rarely been our privilege to hear such beautiful singing in any school. The choruses and part songs were very fine. Mrs. S. J. S. Garnett the principal, is a very efficient teacher, and has held her present position for many years. The school is in a very flourishing condition. Eight teachers are employed, three beside Mr. Robinson and Mrs. Newbury the drawing teacher.

##### ELSEWHERE.

PROFS. Webb, Perkins and Brenneman of Cornell University have resigned.

THE endowment fund of Bowdoin College is now \$300,000. Its surplus last year was \$2,188.

THE Ann Arbor School of Music has been established in connection with the University of Michigan.

SINCE the introduction of the system of self-government at Amherst, the average scholarship of the college is said to be much higher than formerly.

Mrs. George I. Seney has given another check for twenty-five thousand dollars to the Wesleyan Female College, Georgia, making in all \$125,000 from him to that institution.

Mrs. Garfield has been appointed one of the trustees of Hiram College, in Ohio, the institution where her husband was student and president, and in which he always manifested great interest.

WM. T. DUTTON, a graduate of the Chandler department of Dartmouth College in 1876, has been appointed professor of mathematics in the Cumberland Valley State Normal School, at Shippensburg, Penn.

THE colored teachers of Louisville pass the same examination as do the white teachers, and do as much work afterward. In consideration of these facts the school board has at last equalized their salaries.

MRS. Shaw of Boston supports thirty-three kindergartens in that city and vicinity, at an annual expense of \$35,000. These schools are for the benefit of those who would otherwise be without all such privileges. Mrs. Shaw is the daughter of the late Prof. Agassiz.

MR. Walter Smith, late of the Normal Art School, is to be at the head of the art department of the New England Conservatory of Music at the old St. James in Boston.—Principal F. W. Elliott of the Littleton High school has been appointed professor of mathematics in Worcester Academy, Worcester.

MATTHEW ARNOLD contemplates a visit to America, and may come this fall. He thinks of a course of three lectures in some of the chief cities, giving an account or summary of the principal subjects which have occupied him during his life—one religious, one literary and one social and political.

DR. Joseph W. Taylor, who died in 1880, left nine hundred thousand dollars for an institution for the education of young women, near Bryn Mawr, Pa. It is not expected that the college will be opened before 1885. Mr. Taylor was an excellent member of the Society of Friends, and the institution will be under the general management of Orthodox Friends.

THE recent cyclone in the West completely destroyed the buildings of Iowa College, at Grinnell, Iowa, the loss being estimated at \$81,645. The trustees have made an appeal to the public and announce their intention of opening the fall term at the usual time, as best they may. Three buildings are to be rebuilt and a new one added, the necessary amount needed being nearly \$125,000.

PENNSYLVANIA.—We have received the twelfth annual report of Borough Supt. Shelly, published in the York Daily. Interest is alive out there in Pennsylvania; new ideas are being brought out constantly. The standard this year is higher, the amount learned greater and the attendance larger than ever before. There seems every reason to be pleased with the constant advancement of the schools under Supt. Shelly.

YORK, PA.—The Board of Trustees, has elected Prof. S. B. Heiges, of York, Pa., to the Principalship of the school. There could scarcely have been a wiser choice than in Prof. Heiges, whose long experience as a teacher and subsequently as County Superintendent of York County for six years, as well as his wide experience as



instructor at County Institutes in Pennsylvania and elsewhere, have familiarized him with all of the important problems of popular education. We congratulate York on its good fortune.

UTAH.—Mr. A. B. Thompson has just made a thorough educational visitation of the entire Territory, and has met with remarkable success; he finds the Utah teachers wide awake and anxious for light on educational matters. The eagerness with which the teachers of Utah grasp at the means of self-improvement, puts to shame those of more prosperous states and where they receive better pay. "He now proposes to put the SCHOLAR'S COMPANION into the hands of every child in Utah." This is most praise worthy. The children should be supplied with what will interest and educate them. We heartily commend Mr. Thompson and his work to teachers and parents; help him along.

NEW YORK.—The Delaware County Institute, held at Delhi, was a most pleasant and profitable season. Notwithstanding the county fair being held that week, there was a large attendance of 350 deeply interested teachers. The conductors of the Institute were Prof. Post and Prof. Kennedy; gentlemen whose ability we have so often had occasion to praise. Prof. Kennedy took up "Word Analysis." Prof. Post spoke upon "Number Work." Com. Bartlett was greatly missed during the Institute. Resolutions were passed referring to the high esteem in which he was held. We tender our sympathies. The present Commissioners P. L. Purdy and R. H. Grant are very energetic in their work for this large county. They deserve hearty congratulations for the manner in which they are carrying it along.

IOWA.—The Davis county superintendent is anxious to bring the teachers together at frequent intervals for consultation. He proposes the plan of getting the school boards to put a stipulation in the contract that the teachers were to attend the township teacher's meetings. Some of the teachers are willing and some are not; the more earnest and skillful like it, the more backward object. Then some object that they are compelled to meet; they wish to meet but not by compulsion. It would seem that the really earnest teachers would say at once, "We will meet and discuss education; we feel its importance." The assembling of teachers in Monroe county, in this State, every two weeks, has been a source of unalloyed satisfaction. The people like to have the teachers assemble. We think the teachers should themselves take advanced ground, and resolve to meet and keep the educational spirit up to a high pitch in Davis county. Supt. Dooley probably felt that the majority would not come unless compelled; if this is not true let the teachers hasten to deny it.

THE CHAUTAUQUA SCHOOL OF LANGUAGES.—The closing exercises of the Chautauqua School of Languages were held the afternoon of the 17th of August. The work in this, as in all other departments at Chautauqua, has been eminently successful. The attendance has been large and constant, and all the scholars speak in unqualified praise of their instructors, and are more than satisfied with their progress. Besides Hebrew, Greek, Latin, French and German, Anglo-Saxon has taken its place, and stands secure. The school is now an established success, and, from the promise of next year's attendance, bids fair to add to its fame most decidedly, as time goes on. During the term one hundred and eighty-one students have been in attendance, nineteen of whom have studied Greek, thirty-three Latin, five Hebrew, one hundred and twenty-six German, eighty-six French, sixteen Anglo-Saxon, thirty English Literature, and ten Phonography. One hundred and eleven have attended during the entire session of the Assembly (six weeks), twenty-one have attended for two successive years, five three years, and two for four years. If any one wishes to make rapid and sure progress in a short length of time, we know of no means so cheap and thoroughly satisfactory.

#### FOREIGN.

At the recent annual distribution of prizes at University College, London, the Earl of Kimberley, president of the college, remarked with pleasure upon the distinguished place which the women students had taken in the competition for prizes.

The seventh annual report of the Japanese Minister of Education states that there are 28,025 common schools in Japan, of which 16,710 are public and the remainder private. The number of high schools is 107. Many kindergartens are established. The private schools play a most important part in Japanese national life and education. Many of them have hundreds of students, attracted by the fame of a single teacher.

#### LETTERS.

The number of the JOURNAL for July 1st and 8th has fallen into my hands; think it may have been sent expressly to the school as a sample copy. However that may be, you will find enclosed a money order for the sum of two dollars. It seems to me that there will soon be a loud cry throughout this land for a change in the education of its women—a provision be asked that the young women of average minds and means may be taught the necessary arts of life. To me it appears the providing of industrial opportunities for the young women of the United States at merely nominal rates of tuition would do more in a quarter of a century to uplift the nation than all the privileges of the ballot can ever confer—do more for the temperance cause than all that the temperance organizations have ever done. I think there has been a mistake made in the non-recognition of the value of domestic training in the lines of home endeavor. Too little attention paid to the instruction of the wives and mothers in the laws of health and moral, mental and physical inheritance. The better the mothers the better the nation. There is so much of waste and ensuing misery because of the domestic ignorance of women, it seems to me that woman needs elevating to her home sphere, to reach up higher and come into a truer, better, purer understanding of the unspeakable privileges of wifehood and motherhood. For the training of the brain much has been done for thousands of women; for the training of hand and purpose of the millions to skilled home industries, nothing on an adequate scale has been given. May God speed the day when the heart-culture of the gospel shall have as coadjutor the hand-skill of the home.

C. F. B.

The ability to govern well will render teaching a pleasant profession; the lack of it will not only render it unpleasant, but it will deter many who are otherwise sufficiently qualified. "How to govern a school," is a question I have thought much about; I have tried many different methods, and in a comparative sense all I ever tried proved failures. Finally I adopted the plan of making the members of the school their own legislators, a method which I call "the government of the school by the school," and throws the responsibilities on the subjects governed: and when properly conducted teaches them to appreciate the principles of freedom, to estimate their own rights, and duly regard the rights of others. It was after the recitation of the class in civil government, at which time I had been dwelling upon the freedom, rights and privileges that we enjoyed under our republican form of government that the following questions presented themselves to me, viz: Why not make this school a little republic? Why not teach government by governing? Why not teach them to become good citizens by putting responsibilities upon them in their youth? Will some one who knows what he is talking about please reply.

R. J.

(Here is a good theme; who will reply?)

I hereby renew my subscription to the TEACHER'S INSTITUTE. I cannot express to you the amount of good I have received from your paper. To call it valuable does not half express its worth. I feel that I could not do without it. Long may it continue its mission of light and joy to the active teacher. Although a teacher for many years, and a subscriber to various educational journals, I have never found one that so completely filled the position of helper to the teacher. It surprises me that more teachers in this vicinity do not take it; I can but think that it is because they do not know of its merits. At the county institute is a good place to meet active teachers, where I would like to bring them to a knowledge of what they lose in not having the TEACHER'S INSTITUTE to brighten them up at least once a month. I wish it came weekly. A. E. B.

The JOURNAL gives too many dry, uninteresting and unprofitable outlines of proceedings of teacher's associations. What matters it to any of the teachers of the Northwest if Mr. or Prof. So-and-so did read an excellent paper on such and such a subject; that

it was received with attention and applause. If he said anything good, practical or suggestive, we do not get any of it. If they say anything worth anything, why not publish at least the best parts of their papers or discussions. I have been so disgusted with those long proceedings of names and subjects—what in thunder do they amount to? W. H. R.

(This man is right. But we give a synopsis of the proceedings as a matter of record; and besides, in many cases the more there is left out the better.)

Please answer the following through the columns of the N. Y. SCHOOL JOURNAL, as I have looked in vain elsewhere: 1. The origin of "Puke State" as applied to Missouri, and of "Leatherheads" and "Penances" as applied to the people of Penn. 2. Which of the thirteen original States had the first written Constitution? 3. What authority has Richard Grant White for using "would or no," since the grammars pronounce it incorrect? 4. Also, who are the ten most influential men who have ever lived, in your opinion? X.

Will you kindly inform me whether a gentleman who wishes to teach in the New York city schools, is required to pass an examination on the "Regent questions" or on the State examination questions.

L. M. F., Boston.

(All who teach in New York city public schools must be examined by the city superintendent. He examines on certain days all who have appointments to teach. That one passes the Regent's examination, State examination or is a graduate of the State normal schools, does not count here.)

A. M. K.

Although my subscription for your paper ran out some time ago I shall certainly soon renew it; causes which interfered with my teaching this year delayed my renewal. But I have missed the visits of my paper too much to do without it much longer. You are doing a splendid work. R. V. B., Mich.

(This is from a lady; contrary to the usual practice she wants to read an educational journal even after she has ceased teaching.—Ed.)

Through your paper will you please give me the names of some of the best works on zoology for primary and intermediate teaching, as well as a guide, containing concise rules for teaching composition? A FAITHFUL READER.

Among many other good works we can recommend to you Steele's Fourteen Weeks in Zoology, published by A. S. Barnes & Co.; and Tenney's Zoology, Chas. Scribner's Sons, both of New York. For composition we think Mrs. Knox's Language Lessons, Ginn, Heath & Co., Boston, or Miss Stickney's Language and Composition, published by D. Appleton & Co., New York, may be what you want.—Ed.)

I have taken your excellent paper, the TEACHER'S INSTITUTE, one year, and feel that I cannot afford to be without it. Last fall and winter, while teaching, I read them very carefully, and on different occasions put in practice some of the hints on methods of teaching. They were good. At first I thought you were too plain and outspoken, that you were unjust in some of your criticisms; but now I can plainly see they are deserved; you are doing good.

As I shall begin a term of six and one-half months in September, please do not let me miss a single number. By sending it right along until I can pay you, you will much oblige.

H. E. G., Neb.

I have taken the SCHOOL JOURNAL since last November, and I think a teacher could take no better educational paper. I am well pleased with it so far. It gives perfect satisfaction.

I have a problem that I wish you would put in the SCHOOL JOURNAL. What is the solidity of the segment of a single base that is cut from a sphere twelve inches in diameter, the altitude of the segment being three inches? JACOB K. DINGMAN.

Please publish a good program in your next number for an "Intermediate school" of two grades, say Third and Fourth Readers. And greatly oblige, A UTAH SUBSCRIBER.

Success to the SCHOOL JOURNAL! It is a welcome aid to me; it is full of spicy, live ideas for the eager teacher. C. W. W.



## EDUCATIONAL MISCELLANY.

## LONGFELLOW AND THE CHILDREN.

Longfellow loved all children, and had a kind word for them whenever he met them. At a concert a little girl espied Mr. Longfellow sitting alone, and wanted to go and speak to him. Her father led her to the poet and said, "My daughter Edith."

"Edith?" said Mr. Longfellow, tenderly. "Ah! I have an Edith too, but my Edith is twenty years old." And he seated the child beside him, taking her hand in his, and made her promise to come and see him at his house in Cambridge.

"What is the name of your sled, my boy?" he said to a small lad, who came tugging one up the road toward him on a winter morning.

"It's 'Evangeline,' Mr. Longfellow wrote 'Evangeline.' Did you ever see Mr. Longfellow?" answered the little fellow, and doubtless wondered at the smile on the face of the pleasant gray-haired gentleman.

A little girl last Christmas inquired the way to the poet's house, and asked if she could just step inside the yard; and she relates how Mr. Longfellow, being told she was there, went to the door and called her in, and showed her the "old clock on the stairs," and many other interesting things about the house, leaving his little guest with beautiful memories of that Christmas day to carry all through her life. This was characteristic of the poet's hospitality—delicate and courteous and thoughtful to all who crossed his threshold.

Mr. Longfellow was a perfect gentleman in the best sense of that term, always considerate, and quick to see where he might do a kindness or say a pleasant word. A visitor one day told him in conversation, of a young lady relative, or friend, who had sent to Mr. Longfellow the message that he was the one man in the world she wanted to see.

"Tell her," said the poet, instantly, "that she is the one young lady in the world whom I want to see."

Some young girls, from a distant part of the country, having been about Cambridge sight-seeing, walked to Mr. Longfellow's house and, venturing within the gate, sat down upon the grass. He passed them, and turning back, said:

"Young ladies, you are uncomfortably seated. Won't you come into the house?" They were overjoyed at the invitation, and on entering, Mr. Longfellow insisted upon their taking lunch with him. They saw that the table was set for four, and were beginning to be mortified at finding themselves possible intruders upon other guests. They so expressed themselves to their host, who put them at ease at once, saying that it was only his regular lunch with his children, and that they would be happy to wait.

One of a group of school-girls whom he had welcomed to his house, sent him, as a token of her gratitude, an iron pen made from a fetter of the Prisoner of Chillon, and a bit of wood from the frigate Constitution, ornamented with precious stones from three continents. He wrote his thanks in a poem which must be very precious to the giver—"Beautiful Helen of Maine"—to whom he says of her gift that it is to him

"As a drop of the dew of your youth  
On the leaves of an aged tree."

## VISIT TO A KINDERGARTEN IN ZURICH.

It is half-past eight in the morning of a summer's day. Little boys and girls, between the ages of four and seven, hasten to the kindergarten, before which we notice a garden with benches, flower-beds and shady places. Our attention is attracted to a long, narrow plat which is divided off into small beds; for the little folks turn to this immediately on their arrival, and observe eagerly the plants that bloom so luxuriantly here. These are the nurslings of the little gardeners, and the blossoms that have opened over night excite joyous astonishment. We notice a little girl carefully planting in her little garden a weed which she discovered on her way to school.

At some distance, a group of merry boys is busy

on a sand heap; the tunnel of St. Gothard is to be pierced, a tedious work, requiring much patient labor. At last success is attained; the tunnel is solid, some sticks furnish the material for the rails, and a railroad is triumphantly laid through it and into Italy. Near another sand heap we notice a number of little girls, quietly busy with the construction of a road up a mountain, on the top of which a garden is laid out; the oldest and most skillful of them gives directions, and the others obey cheerfully; a wild, unruly boy who threatens to destroy the work with his spade, yields to the entreaties and representations, and desists. It strikes nine. The garden tools are taken up, and the children assemble in the well-lighted, cheerful occupation-room. A solemn morning song opens the work, and then about thirty children, according to age and skill, arrange themselves on small chairs around three tables. One division builds with the fifth gift, according to the directions of the kindergartner, who speaks to them of summer.

A garden is built, bee-hives are set up, and the kindergartner tells them about the industrious bees in language so simple and child-like, so vivid and life-like, that the children listen attentively, then tell what they know about the subject, and while they are practiced in speech, their little hands imitate the structures set before them. At the second table there is modeling. During a late walk, a bee-hive had been noticed, a picture of this has just been shown, and their task now is to form a bee-hive from a small clay ball. It is a pleasure to watch the deft little fingers. One small artist attracts our special attention; he has finished his hive, and made even a stand for it, and now is busy on a bell-flower that looks quite natural. Only the bee, the heroine of the story, he cannot make satisfactorily; at last, he finds an excellent substitute in a small piece of dark wood, and this improvised bee soon flies from hand to hand, even to the first table, where, in the mean while, all the children have united to build a large garden.

At the third table, the same subject is treated pictorially; with sticks of different lengths, house and garden are laid, and in the latter a colony of bee-hives and linden trees. All this work is done by the children; the kindergartner helps only where it is needed, praises and blames according to desert. An hour has thus been taken up in constructive activity, and now with a merry song they march out to play. Under a shady tree a ring is formed, in which merry couples dance; then the ring is made quite small and close to represent the bee-hive, in which a number of buzzing children are the industrious bees; they build honey-cells, fly out to gather honey from herbs and bushes, and return with heavy store; whoever sees them feels the significance of Schiller's words, "There is often deep meaning in the play of children." But now a real bee is discovered, and the game is broken up; with deep interest, with a kind of fervor, the busy insect is observed; then it is lost in the blue air, and the children are impelled to imitate it. Spreading their arms, as if they were wings, they follow the largest girl, their queen, and where she settles down they form the bee-hive about her.

Without ostentation the kindergartner preserves order, or rather guides into order. The children feel no limiting fetters, each has as much liberty as it is possible to grant; and as the thoughtful teacher readily divines the impulses and wishes of the children, the play never becomes tedious and tiresome.

At last the children are tired of running, and group themselves around the kindergartner, listening with breathless attention to her story. It is about a bear who intended to rob a bee-hive, but was driven away by the numberless stings of the watchful inmates. The interest of the children is thoroughly aroused, and, accustomed to apply in life whatever they have learned, they are about to reproduce the story in a game, to embody it, as it were. But the bell gives the signal to close, and merrily the little people bid good by and put off the execution of their plans for the afternoon.

In the afternoon their wish is granted. Yet, they must first learn a suitable song, telling the growling

bear to stay away and not to steal honey. This is readily accomplished, and then the children play the song in a game after their own heart and of their own invention.

During the second hour, the first division is busy with a sand game, representing the bear's cave in the forest, a pasture with lambs, and the garden with the bee-hives. At the second table, a bear is embroidered, and the rest of the children are busy weaving.—Translated from M. Wellner's at Zurich, by W. N. Hailmann.

## EDUCATION AND THE WEST.

The material growth of the West is one of the astonishing features of the times. But the upspringing of schools, academies and colleges in that section is not so clearly noted.

In 1880 the percentage of the whole population represented by the attendance at public schools was in New England 19.22; in the Middle States, 20.30; in the Southern States, 13.61; in the Pacific States, 14.81; while in the ten prairie States it was 22.66. In the New England States the cost of public school instruction per capita of population was \$2.28, in the Pacific States it was \$2.32, in the Middle States it was but \$1.04, in the Southern States it was no more than 46 cents, while in the Western States it was \$2.05. The colleges, professional schools and academies have also largely increased.

Ohio,	in 1870 had 184,	in 1880,	333
Illinois,	" " 467,	" "	625
Indiana,	" " 132,	" "	389
Michigan,	" " 104,	" "	279
Wisconsin,	they have double.		
Iowa,	they have more than doubled.		
Missouri,	they have more than doubled.		
Minnesota,	they have tripled.		

The number of letters written is no mean index of their intellectual ability. The average number of letters per inhabitant mailed in 1880 in Illinois was 22.29; in Ohio, 19.21; in Michigan, 20.12; in Minnesota, 21.44; and in Missouri, 18.30. In Iowa and Indiana fewer letters were mailed, but taking the prairie States together their average was not only far above that of the Southern States, but actually higher than that of New Jersey and Delaware, and about equal to that of the three northern New England States. As might have been expected, it is much exceeded by the average in New York, Massachusetts, and Connecticut, but it does not greatly fall below that of Pennsylvania.

These figures warrant the forecast that another decade will see the work of public instruction in the West placed upon a footing which in New England has only been attained after two centuries of laborious effort.

The following figures show the progress in some of the States.

In Indiana the schools rose from 9,073 in 1870 to 13,766; (the cost from \$2,499,000 to \$4,491,000). The corresponding figures for Iowa are 7,496 and 11,867; (\$3,760,000 and \$6,000,000). For Kansas 1,689 and 7,820; (\$787,000 and \$1,818,000). For Nebraska 796 and 3,902; (\$280,000 and \$1,808,000).

## WHAT IS THE MEISTERSCHAFT SYSTEM?

The other day the father of a young lady of my acquaintance here promised her a summer in Europe this year if she would for three minutes carry on a conversation in French. This girl has studied the language two winters, and for six months has been a pupil of the most fashionable "French and English boarding-school" for young ladies in New York City. Her reports showed that she had studied well, and in French grammar she stood high in her class. She failed utterly to carry on for three minutes only a simple conversation on a general topic. It was discouraging to the girl, to her parents and to her teachers. Our manner of acquiring a foreign language is certainly all wrong, and this for years has been a trouble to me. It is always a pitiful sight to me to see a girl poring over Fasquelle or writing German exercises in the regulation way. This has led me to examine every "system" that has come up, and to search, though always till now in vain, for some royal road to



learning to *speake* a foreign tongue. To write it and read it anybody can do who is diligent; but sit down with any travelers and listen to their confessions of utter failure to make their wants known among foreigners, even though they had graduated from "French and English" American boarding-schools. The little pamphlets of Dr. Rosenthal's Meisterschaft system came into my hands awhile ago; I had occasion to see them put to practical use, and to test the "system." I am convinced that here is a system which teaches one to think and to *talk* idiomatic German and French from the very beginning; which makes study a pleasure and no task; which enables one to make use of everything learned as soon as it is mastered. Busy as we Americans are, there is no excuse for one of us not learning to speak a foreign tongue, and in three months' time, if we follow the instructions here laid down. Who cannot spare ten minutes three times a day? Dr. Rosenthal insists that all study shall be *aloud*, and there is one secret of his success. The system needs no master after pronunciation is correctly learned. I tell you of this out of pure charity. The greatest waste that I know of that goes on in this land is that of time and energy spent in trying to acquire foreign languages. By the Meisterschaft system you learn on scientific principles to talk just as the child, though unconsciously, learns to speak and make its wants known. A boy sixteen years old uses but two thousand words, and it is a fact that six hundred are sufficient to carry on these conversations on general topics. Dr. Rosenthal has sifted out these necessary words, so that we need no longer flounder about in a sea of thirty thousand, more or less.

A gentleman of my acquaintance, all ready for an hour's chat, heard a delightful hum of voices the other day in a house where he had entree. Going from room to room, he found in each a solitary young woman carrying on animated conversations with the empty air. I met him on the steps, distressed and preplexed. "Have they all gone insane?" he asked. "Oh no," I replied, "it is only the Meisterschaft system. They're going to Europe, and what they know, be it little or much, they'll know how to make use of."

"I stood first in French in college when I graduated; got to Paris a year after and couldn't talk enough French to hire a lodging; but my wife, who had never opened a grammar, but had a French maid for a year or two who knew no English, got on as well as at home. There's a screw loose somewhere," he replied. Foreigners always tell me that we are lazy and won't learn; but it is not true. We simply don't learn in the right way. I have come to believe thoroughly in the new Meisterschaft system.—*Boston Transcript*.

A new map of Philadelphia is one of the things that will be found useful in the Keystone State, and even out of it. It is on a large scale, three miles to the inch; thus it represents in a most distinct manner the streets, roads, railroads, parks, etc., etc. Many schools have bought this, among them Girard College, West-town Boarding School, Friends School, Princeton College, West Jersey Institute and others. It is a handsome map, and will be found desirable in all schools. Price in pocket-form \$1.00, as a wall-map \$30.00. J. L. Smith of 27 South Sixth street, Phila., is the publisher.

#### "AM WONDERFULLY IMPROVED."

A gentleman in Coal City, Pa., who was in the first stages of consumption, having night sweats, cough and expectoration streaked with blood, with loss of flesh, ordered a Compound Oxygen Treatment in June last. In a letter dated August 23d, he makes this very favorable report: "I am wonderfully improved," and when I look back on those hours of suffering at the commencement of your treatment, I can hardly believe my eyes. I am increasing in flesh and strength, and my lungs are wonderfully developed if not quite well."

\* \* Last Saturday I walked up a high hill on my way home without coughing once, a thing I have not done since last March." Our Treatise on Compound Oxygen, its nature, action, and results, with reports of cases and full information, sent free. DRs. STARKEY & FALES, 1109 and 1111 Girard St. Philadelphia, Pa.

#### SCIENTIFIC ITEMS.

**A SALT MINE TWO THOUSAND YEARS OLD.**—A mine has been found in the mountains near Salzburg, Switzerland, which shows signs of having been worked and then left at least two thousand years ago. A large, confused mass of timbers which were used for supports, and a number of miner's implements remain. The timbers were notched and sharpened, but seem to have been flooded and then left in heaps. The implements were mainly wooden shovels, axe-handles, etc. Among the relics was a basket made of untanned raw-hide, a piece of cloth woven from coarse wool, which seems to have a very even fibre and is still in good preservation. There was also a torch bound together with flax-fibre. It seems probable that these miners of long ago were overtaken by the flooding of the mine, as mummified bodies have also been discovered. The mine seems to have belonged to the pre-Roman times, as the axe-handles were evidently used for bronze axes, specimens of which have been found upon the surface of the mountain. The specimens are all of a high order; the basket is superior even to some that were used in the early historic times.

**SELF-LUMINOUS PAINT.**—Boil for an hour 2½ ounces of caustic lime, (recently prepared by calcining clean white shells at a strong red heat,) with one ounce of pure sulphur (floured), and a quart of soft water. Set it all aside in a covered kettle for a few days; then pour off the liquid, collect the clear orange-colored crystals which have deposited, and let them drain and dry on a soft blotting paper. Place the dried sulphide in a clean, brick-lead crucible provided with a cover. Heat for half an hour at a temperature just short of redness, then quickly for about fifteen minutes, at a white heat. Remove cover and pack in clay until perfectly cold. The addition of a small quantity of pure calcium fluoride to the sulphide before heating it is made. It may be mixed with alcoholic copal varnish.

**HOW THE HINDUS PURIFY A ROOM.**—Dr. Fred. J. Mouatt, formerly of the Calcutta Medical College, says that the Hindus of every part of India with which he is acquainted have, from time immemorial purified their huts by spreading a light coating of earth mixed with organic matter on the walls and floors. The process is called "leaping," and is usually performed by the women. Dr. Mouatt made an experiment in the Presidency jail of Calcutta, and found that where lime wash was used in two cells and two other "leaped," the air, after having had a prisoner locked in all night, of the two "leaped" cells was pure and fresh, whereas in the other two the prisoners and cells were decidedly offensive. In all cases the men were perfectly healthy.

The Swiss lakes are so low this year, that great finds are being made on their borders among the remnants of the ancient pile of dwellings. The lower part of the Lake of Constance appears to have been girdled by a complete circle of pile dwellings.

A bust of Mr. Longfellow is to be placed in Westminster Abbey.

The son of Marco Bozzaris had never heard of Halleck's poem upon his father, until Forrest, the actor, repeated it to him in a Greek *cafe*.

M. Saint Paul has offered the French Academy of Medicine a sum of \$5,000 to found a prize for the discovery of a cure for diphtheria, the competition to be open to the world, and not confined to the medical profession.

The Great Museum of Boulak, which is in such peril at the hands of Arabi and his followers, is the richest treasure-house of archaeological science in the world,—containing among other things, the mummied bodies of the Pharaohs, and the spoils gathered from Karnak and Thebes.

#### HORSFORD'S ACID PHOSPHATE

A REFRESHING DRINK.

DR. A. L. HALL, Fairhaven, N. Y., says: "It forms an excellent substitute for lemon juice, and will furnish a refreshing drink for the sick."

#### BOOK NOTES.

A new series of books, to be called "Young Folks' Biographies," will soon be issued by D. Lothrop & Co. The first volume, "Washington," is by E. E. Brown.

Messrs. D. Lothrop & Co. begin their series of The Best English translations of the Classics, with Bucher & Lang's translations of the Odyssey, considered by classical scholars the finest translation.

"Merry Thought," a juvenile holiday book by Miss L. B. Humphrey and M. Jacques, to be published by D. Lothrop & Co., is a series of pictures gayly illustrating grave proverbs. The cover is of novel design, in which the merry thought is prominent.

N. Tibbals & Sons have now in press, The City Temple Pulpit Sermons by the Rev. Joseph Parker of London, with other Homiletical matter. There has been a call for the sermons of this brilliant writer and speaker, which the publishers hope this volume will meet.

A very pleasing little paper comes to us in the *Detroit Journal of Elocution*. With its decided literary tone there is no sign of dullness in its pages. It is filled with fine selections of poetry and valuable lessons upon the various branches which come under the study of elocution.

*The Voice*, edited by Edgar S. Werner, Albany, N. Y., is an international review of the speaking and singing voice, with special attention to oratory, the Del Sarte Philosophy, stuttering, stammering, singing and visible Speech. Its contributors include leading foreign and American specialists. Published monthly at one dollar a year; single copy ten cents.

Nearly two thousand original illustrations by American artists have already been made for more than one hundred new books, by popular American authors, included in D. Lothrop & Co.'s holiday announcements. So liberal an expenditure has probably never before been made by one firm in a single year for holiday books.

The list of fiction published during the past month comprises "Mary Graham," "Bright Days in the old Plantation Times," by Mrs. Banks; "Lady Beauty," by Allan Muir; "A Woman's Perils," by Mrs. James C. Cook; "The Marquis of Carabas," by Mrs. Spafford; "Leone," "At the Eleventh Hour," by Annie Edwards; "The Lady Maud," by W. Clark Russell.

The series of American Men of Letters, running through the Riverside press (Houghton, Mifflin & Co.) promises to be interest. The volumes now ready are Washington Irving, Noah Webster, and Thoreau. This same firm have issued a summer edition of Howells' charming stories "Their Wedding Journey," and "A Chance Acquaintance." The price of each is fifty cents.

In his Washington house Mr. Bancroft, the historian, has four large rooms devoted to his literature and literary work. Large tables in them are heaped high with manuscripts and pamphlets, while more than twelve thousand volumes crowd the ample bookshelves. Here Mr. Bancroft works untiringly, aided by a secretary and several copyists. It has for years been his habit every afternoon to lay work aside and spend an hour or two in the saddle, on his fine Kentucky charger. To this invigorating exercises he attributes in great measure the almost uniformly good health of his now more than fourscore years.

THE publications of Messrs Cassell, Petter, Galpin & Co., are having a wide circulation in this country. They are to be found among the reading families almost as commonly as those published by Americans. We were surprised to find them in small book stores in out-of-the-way towns. The enterprise of their American agent, Mr. Dunham, is opening a wide field for this great English house. Not only English books are printed and distributed, but he has already published over one hundred volumes written by American authors. Such enterprise should rouse some of our publishers. The people demand a different style of book from what they did formerly.



## BOOK DEPARTMENT.

## NEW BOOKS.

AN INTRODUCTION TO NATURAL PHILOSOPHY, DESIGNED AS A TEXT-BOOK FOR THE USE OF STUDENTS IN COLLEGE. By Denison Olmsted, and E. S. Snell, revised by Prof. Rodney G. Kimball. New York: Collins & Brother.

This volume has stood the test of use in the recitation room in many of the leading colleges for several years. It is used with great acceptance, for its merits are apparent. The present is the third revised edition, and improvements are apparent to one familiar with the first book published by Prof. Olmsted. The volume is designed to suit the needs of the student who is taking a college course, and covers Mechanics, Hydrostatics, Pneumatics, Acoustics, Optics, Heat, Magnetism, Statical Electricity, Dynamical Electricity, and an Appendix on Application of the Calculus to the Fall of Bodies, Center of Gravity, Oscillation, Hydrostatic Pressure and Angular radius of the Rainbow.

The mode in which the subjects are treated shows the cast of mind of the author. He was essentially a teacher, and it was ever a point to render a matter clear, by the shortest method possible. This is apparent in every page of this volume. The aim is to present the principles of physics, and not to make an exhaustive treatise in which the sciences are classified and definitions given. The author proceeds to develop the principles of mechanics. The subjects of Motion and Force are classified and problems are proposed; the algebraic notation is employed and thus the explanation is brought under the strict domain of mathematics. Natural philosophy cannot be learned from pictures; it is based on calculations; hence the method is correct.

The subject of Gravity, the relation of Space, time, and acquired velocity and kindred subjects are discussed with great clearness. Nor is there any want of suitable explanation in any of the subjects treated of. As we have said, a mathematical elucidation is given, so that the work demands of a student that he understand algebra and geometry and in some cases the calculus.

The subject of Electricity is treated with unusual fullness and clearness, and this is commendable at time when electricity is so extensively used. The labors of Prof. Kimball have improved the volume and rendered it a most valuable one. The new revision adds 132 new engravings and increases the size of the book by 50 pages.

INTRODUCTORY LESSONS IN DRAWING AND PAINTING. For Self-Instruction. By Marion Kemble. Boston: S. W. Tilton & Co.

This is the first of a series of self-instructive hand books on Drawing and Painting, which S. W. Tilton & Co. are now getting out. First and foremost the author recognises the fact that no instructor can make up for the lack of observation, care and patience on the part of a pupil, but with great clearness and most minute instruction she gives directions for beginning the study of drawing and painting, which if followed up could not fail in the end, to train the eye and hand of even an untalented person; and to one having a natural gift in that direction, this instruction would do a great deal toward making a thorough and accomplished artist. And this too without the aid of any teacher but Nature, herself, whom Miss Kemble shows us so well how to understand. She recognizes the elements of an artist in every one, and thinks that by beginning at the beginning and going forward step by step a child can be made to see and portray a great many of the beauties of nature and art. But a short time ago this used to be thought a ridiculous waste of time and strength, unless a decided talent was shown without any instruction whatever. Now we are beginning to acknowledge the fact that anyone not lacking in general understanding needs but to know how, to develop often times into a very useful, if not highly gifted worker with pencil and brush. It has never been our privilege to see the rules of perspective given so clearly, and illustrated so well as in this little hand book. The whole matter upon beginning to learn

to paint is sensible, right and easily understood. A complete list of materials needed under every circumstance with a full price-list is a valuable feature in the book. If the pamphlets which follow in this series, come in the footsteps of this first one, there will be a great opportunity open for every one to get a knowledge of how to draw and paint well at very little cost of money and time. The terms used are simple and perfectly explained, as also is the reason of things. We think all the more of it that she keeps before her pupils the fact that it is not so very easy, nor yet so very hard to learn to draw and paint, but that "it is *continual and everlasting practice which leads to perfection.*"

TREASURY OF GENERAL KNOWLEDGE FOR SCHOOL AND HOME. By Celia Doerner. Part I. Cincinnati and New York: Van Antwerp, Bragg & Co.

We noticed the second volume of this rightly called "Treasury of Knowledge," but a short time ago. It is with pleasure that we again call the attention of our readers to the series. It is valuable as a hand book to use in the school-room, and as an easy means of acquiring information upon a great number of subjects, which would be an endless piece of work in any other way.

LITTLE GEMS OF LITERATURE FOR MEMORIZING. New York: Potter, Ainsworth & Co.

A prettier gotten up and more complete collection of this kind it would be hard to find. Many a mother of little ones and primary teacher will be glad of this carefully selected volume, which is fittingly a small one. The print, paper and binding are excellent, and the selections are conveniently arranged, short and exactly in keeping with the object of the book. It commends itself to children in the simplicity of its contents, and to their elders in that these contents are from great sources.

A COMPARATIVE GERMAN PRIMER FOR BEGINNERS AS WELL AS ADVANCED STUDENTS OF GERMAN. By C. T. Eben. New York: B. Westerman & Co.

This is a very handy little volume of sixty-four pages, bound in paper, containing lists of German and English words of common origin, and more or less identical in form and sounds. The laws of transmutation are practically illustrated by numerous examples, and there are also a multitude of remarks, proving the affinities of the two languages, which, altogether will do a vast deal toward simplifying the study of the German language. The study of German is fast growing universal with us now, and it is a great item to be able to have it so simplified by classification with our own as has been done in this case by Mr. Eben.

IRIS. By Mrs. Randolph. Philadelphia: J. B. Lippincott & Co. Price sixty cents.

To the novel reading public a new book from Mrs. Randolph's pen is always welcome. Iris has an interesting plot, and though complicated and rather exciting in parts is very pleasant in its descriptions and interesting in its characters. Iris, serene, proud and good is attractive and interesting under all circumstances. She is so brave as to be almost inspiring in a subtle way; while her step-sister Eve with all her beauty, and coquetry is a little repelling, though not deep enough in her plotting to be a source of unhappiness to any but herself. Mrs. Pleydell, is *au fait* as a mother of daughters, and guides them with wisdom through their various love affairs, up to the end; nor is she in the least to blame for the little tragedy of the last paragraph. The book is written in Mrs. Randolph's best style, with not an uninteresting page.

We have received from E. C. Bridgeman of No. 88 Warren street, a new railroad and township map of the State of New York. It is on a scale of five miles to the inch, and hence it displays in a fine way the features of the Empire State. The features that compel attention are as follows:

1. The names and boundaries of countries and township.
2. The location of cities and towns and courses of rivers, creeks, etc.
3. The mountain ranges and peaks, and their heights.
4. The railroads and the stations, with distances.
5. The population, from last census.
6. The congressional districts, etc.

This is one of the finest maps we have ever seen; the publishers intend it to be best yet made. It is bright, clear, and easily consulted. An examination of the map satisfies us fully that it is most accurate and comprehensive, and is on so large a scale that the eyes are not strained in searching for the names of places. For schools it is invaluable, and the business world will find it all that it claims to be. We know of no map which spreads out the geography of the State so well and attractively as this one does, and the more we examine it the better pleased we are with it. Its price is ten dollars.

## MAGAZINES

The September number of the *Musical World* is of more than usual interest, which is saying a great deal. A biographical sketch of Richard Wagner is illustrated with a portrait of the great composer; the "Biographies of American Musicians" gives us an interesting glimpse of the artistic life of Miss Annie Louise Cary, (now Mrs. Raymond). The editorials treat of the most absorbing musical topics of the times. The music this month is "Peek-a-Boo," "In the Swing" waltz; "Queen of the Fairies Galop;" "Bride Bells," ballad; and "First Kiss Waltz."

The *North American Review* for October opens with an article on "The Coming Revolution in England," by H. M. Hyndmann; O. B. Frothingham writes of "The Objectionable in Literature;" Dr. Henry Schliemann tells of one year's interesting "Discoveries at Troy." Senator John I. Mitchell, of Pennsylvania, treats of the rise and progress of the rule of "Political Bosses." Prof. Geo. L. Vose, of Massachusetts Institute of Technology, contributes an article on "Safety in Railway Travel;" and Prof. Charles S. Sargent, has an essay on "The Protection of Forests."

The *Ladies' Floral Cabinet* has with this month altered its size and put on a new dress. The paper is in large magazine form now, and has nearly doubled the number of its pages. The *Cabinet* is a very delightful magazine, abundant in information upon flowers and flower raising, with hints upon home decoration and household items in almost every department.

*Good Cheer* is the name of a new monthly paper published at Greenfield, Mass., under the editorship of Henry D. Watson and Mrs. Kate Epton Clark. It is devoted to general family interests, containing a short serial and several pleasant stories complete in one number. Judging from the copies at hand, we feel that a very successful career is before this bright little paper so fitly named.

"What the Seven Did" is the title of Margaret Sidney's coming book. It will be published in a quarto volume, with a cover designed by J. Wells Champney.

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Correspondence of the JOURNAL.

## ANOTHER WONDERFUL CURE.

Noticing an article in a July number of the JOURNAL relating to the cure of Miss Sadie Purington, from complete nervous prostration, by Dr. Rhodes, at 19 Temple place, Boston, Mass., I took the liberty to call upon the doctor and ascertain his mode of treatment. I found him one of the most genial, whole-souled men it has ever been my privilege to meet. His genial disposition, large sympathies and strong vital magnetism win at once upon his patients, and peculiarly fit him to treat a class of diseases in which despondency and nervous irritability are marked features. He is a thoroughly educated physician of the Eclectic School. He appears to have a method of transfusing medicinal properties into the system by the aid of electricity. This application enters directly into the spinal marrow, and is transmitted throughout the entire system, through the nerves radiating from the spine. This is a peculiar process, apparently unknown to or practised by any other physician. While conversing with the doctor, a patient (Mr. John S. Richards of Needham, Mass.) placed himself under the doctor's treatment. This case is a very interesting and remarkable one in a scientific point of view. Mr. Richards had for years been troubled with valvular disease of the heart, which baffled the skill of a large number of our most prominent physicians, who at last informed him that there was no hope of recovery. When this patient was brought to Dr. Rhodes he was unable to do any labor, either mental or manual; in fact it was with very great difficulty that he was able to breathe, or even to be taken to the doctor, and anyone who might look upon him would at once determine that his days of life would be few. The result of the treatment in this case is a complete cure. Mr. Richards is now a perfectly well man; able to walk erect, and attend to his business as well as ever. What the physicians who informed him that he had but a short time to live now say I am at a loss to divine. Surely, Messrs. Editors, the cures performed by Dr. Rhodes are most wonderful. He has made a special study of all nervous diseases and has been unusually successful in their treatment. I would advise all who are afflicted with any disease to call and place themselves under this wonderful Electro-Magnetic Transfusing Treatment of Dr. Rhodes, at 19 Temple Place, Boston.

## MORE PRIZES.

In January, 1882, the Jos. Dixon Crucible Co., Jersey City, N. J., offered twelve cash prizes, amounting to \$275.00, for the best twelve pencil drawings made with the justly celebrated Dixon American graphite pencils. The prizes were satisfactorily awarded last July. They now purpose offering one hundred prizes, amounting to \$1,000.00. They are preparing a circular giving full particulars, which they will be pleased to send to any one requesting it.

D. P. Lindsley, 253 Broadway, who has done so much for developing the subject of Short-hand, desirous of making known his latest ideas, will send gratis on application a copy of the "Rapid Writer," containing interesting experiences, etc., and a copy of the "Short-Hand Writer."

\*Lydia E. Pinkham's Vegetable Compound cures all female complaints by removing the cause.

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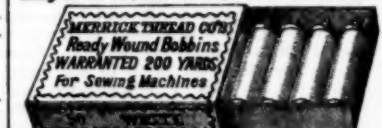
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For sale by all druggists and Fancy Goods Dealers through the U. S., Canada and Europe. Also found in N. Y. City, at R. H. Macy's, Stern's, Ehrich's, Bidley's, and other Fancy Goods Dealers. Beware of base imitations. \$1.00 Reward for arrest and proof of any one selling the same.



## CARLYLE.

Thou wert a Titan, but a Titan tossed.  
With wild, tumultuous heavings in thy breast,  
And fancy-fevered, and cool judgment lost  
In mighty maelstroms of divine unrest.  
What souls were drugged with doubt in skeptic time  
Thy cry disturbed into believing life,  
And fools that raved in prose or writhed in rhyme  
Were sharply surged by thy needful knife;  
But, if there were who in this storm of things  
Sighed for sweet calm, and in this dark for light,  
And in this jar for the wise Muse that sings  
All wrong into the ordered ranks of right  
They thanked not thee, who didst assault their brain  
With thunder-claps and water-spouts for rain. —Prof. J. STUART BLACKIE.

SHAME is a shadow cast by sin; yet shame  
Itself may be a glory and a grace,  
Refashioning the sin-disfashioned face;  
A nobler fruit than hollow-sounded fame,  
A new-lit luster on a tarnished name,  
One virtue pent within an evil place,  
Strength for the fight and swiftness for the race,  
A stinging salve, a life-requickening flame;  
A salve so searching we may scarcely live,  
A flame so fierce it seems that we must die,  
An actual cautery thrust into the heart;  
Nevertheless, men die not of such smart;  
And shame gives back what nothing else can give,  
Man to himself—then sets him up on high. —CHRISTINA ROSSETTI.

DARWIN, in his new book, estimates that there are in gardens 53,767 worms to the acre. This tallies with our count, when we were digging garden, and didn't care a nickel about finding worms; but when we wanted bait for fishing, the garden didn't pan out a dozen worms to the acre. They had all emigrated to the garden of some other fellow who never goes a fishing.

THE loss of memory experienced by Ralph Waldo Emerson during his last years has frequently been spoken of. As he was going out one day his daughter saw him searching for something he could not name. She mentioned two or three articles, to which he returned a negative. At length he turned to her with a twinkle in his eye and said, "It is the thing that people take away." She at once brought him his umbrella and all was right.

SEATED one balmy afternoon on the veranda of Mrs. Howe's residence at Newport, Oscar Wilde was heard to remark to a lady who was present, "Strange that a pair of silk stockings should so upset a nation," whereupon a well known gentleman, sitting a little remote from the poet, interposed, *sotto voce*, "It is the calf that is in the stockings."

HERR Professor (to young Warbleton Peacock, who has just sung Beethoven's "Adelaide")—"Ach! vat a peautivul song zat is! I haf herri it zung py Cartoni. I haf herri it zung py Zims Reets. Zey zung it ferry vell! Put I haf neffer quite known how peautivul it vas till I haf herri it zung py you! (Young W. P. blushes.) Vy, my young vrent, efen you gannot make it riticulous!"

It was their first night aboard the steamer. "At last," he said tenderly, "we are all alone, out upon the deep blue sea, and your heart will always beat for me as it has in the past." "My heart's all right," she answered languidly, "but my stomach feels awful."

## INVISIBLE POISON.

HOW IT WORKS ITS WAY INTO THE BODY AND HOW TO COUNTERACT IT.

One of the great scourges of the present year in all parts of America has been malaria. This is a trouble so treacherous in its nature and so dangerous in its results as to justify cause apprehension wherever it has appeared. But there are so many erroneous ideas upon the subject that a few words are in order at a time when people are subject to malarial influences.

Malaria, which means simply bad air, is the common name of a class of diseases which arise from spores of decaying vegetable matter, thrown off from stagnant pools or piles of vegetation undergoing decomposition. These spores when inhaled with the breath or taken into the system with water soon enter the blood, and germinating there find a foothold, whereby the whole system is poisoned, and the various functions disordered. When the germ theory of disease was first advanced it was supposed that these spores were of animal nature, and like the bacteria in diphtheria were propagated in the blood, but they are now conceived to be of vegetable origin, like the fungi found on decaying wood or in cellars. The source of this state of the air is generally swamps or stagnant pools, which, partially dried by the hot sun, send forth vapors loaded with this malarial poison. These vapors descend to the earth in the night, cooled by the loss of temperature, and breathed by sleepers are readily inhaled. Hence persons living near stagnant pools or marshes are liable to be afflicted with chills and fever, and such localities are not healthy, though they are more so when the streams flowing into them are pure, and also when the water is high. Again, the drainage of houses, slaughter-houses, barns, etc., are a fertile source of malaria. One will often notice in coming into the neighborhood of one of these sluggish streams that pass through almost every village a most villainous smell caused by the offensive refuse which communicates its bad odor to the atmosphere, especially on hot days. This absorbed into the system by the lungs or taken in through water, which also absorbs it from the air, poisons the blood and deranges the whole system. This poison is also developed in force in wells and springs when they become low, and the result of drinking these is the same as breathing the poisonous air. In a time of drouth the great quantity of vegetation that dries up in the meadows, stubble-fields and pastures, the corn fields and forest leaves, produces the same effluvia. On the prairies, when large tracts of prairie ground are turned over, the decaying vegetation is a widespread cause of malaria.

The evils which follow malarial poisoning are almost infinite. Disease of a malignant and dangerous nature, accompanied by symptoms the most distressing, are certain to manifest themselves, and life is a burden so long as this poison remains in the system. The indications of malarial poisoning are loss of appetite, shortness of breath, pains about the heart, wasting of flesh and strength, despondency, nervousness, chilly sensations, unaccountable lassitude, dull pains in various parts of the body, headaches, dizziness, a coated tongue and dry mouth, night sweats, muscular debility, puffing under the eyes, an unusual color, odor or sediment about the fluids passed from the system, etc. Any one of the above symptoms may be an indication of malarial poison in the body which necessitates immediate and careful attention.

But if malarial poison could not find a lodgement in the human body, it would be just as harmless as the oxygen of the air. The great difficulty is that after being absorbed into the system, it produces obstructions in the stomach and lungs, clogs the circulation of the blood, affects the kidneys, liver and other organs, and brings on diseases of a most dangerous character. There is only one known way by which these diseases may be avoided or cured after they have once made their appearance, and that is by keeping the great purifying organs of the body in perfect health. These organs are the kidneys and liver. No one whose kidneys or liver are in a perfect condition was ever afflicted by malarial poison. And when these organs are disordered, they not only permit out invite these diseases to make their inroads into the body. It is now admitted by physicians, scientists and the majority of the general public that one medicine and only one whose power has been tested and proven, has absolute control of, and

keeps the kidneys and liver in constant health and hence prevents malarial sickness. This remedy is Warner's Safe Kidney and Liver Cure, the most popular medicine before the American people, and sold by every druggist in the land. It fully counteracts the evil effect of malarial poison in the system, and not only banishes it, but restores the members which that poison has weakened. How well it does this can be learned from the following:

KANSAS CITY, Mo., June 26, 1882.—Moving from the State of New York to the Western country, I was attacked with malaria and general debility. I had lost all appetite and was hardly able to move about. I had tried a great many remedies, but nothing bettered my condition until I began using Warner's Safe Kidney and Liver Cure, which seemed to help me right away, and I feel as well as I ever have in my life. It is a blessing to people in this malarious country. C. F. WILLIAM, of William & Co., Hardware, 1412 Grand Ave.

This great remedy has proven its power in innumerable cases, and is to-day more extensively used in malarial districts, whether in cities or in the country, than any or all other remedies for the cure of the same class of disease. No one can afford to trifle with the first symptoms of malaria, but instant care should be taken to check it on the start before its evil influences overshadow the life.

## A FEW EDITORIALS THAT ALL READ AND PROFIT BY THEM.

[From the Peoria Ill. Medical Monthly, July, 1882.]

We have used Murdock's Liquid Food in a number of cases of great debility, and where the stomach was unable to retain any kind of food; in some cases, in fact, the patients were staring to death. In all results have been all and more than we expected. We think it needs but a trial to prove its worth to every one.

[From the Boston Musical Record, Aug. 26, 1882.]

We have used this in our family for many months, and it is what is wanted in every household. (Editor.) [From the Boston Pilot, July 15, 1882.] Every person of well-known integrity and high standing, whom we can vouch for, has used it in their families and pronounced it all that is claimed for it. In many of our institutions and hospitals it is used extensively. It is the pure essence of nutriment from the best animal and vegetable food, thereby building up a strong, healthy body. It is the substance of life in liquid form, and a waste Murdock's Liquid Food is used death reaps a poor harvest. It is not a vegetable compound, and the company endorsing this theory, so and more nutritious by far than the choicest cut of beef or the richest mutton broth, and when nothing else will remain on the stomach of a solid or liquid nature, Murdock's Food never fails to sustain a life and give strength that we know.

[From the Editorial Columns of the New York Medical and Surgical Journal.]

The value of raw food extracts has long been recognized by the profession as being superior to cooked extracts in all wasting diseases, such as consumption, scrofula, dyspepsia, kidney complaints and debility, and cases where a nutritious nourishment cannot be obtained from common food. Such is Murdock's Liquid Food. These extracts have been introduced through the provision of New England, the inventor claiming, and the company endorsing this theory, so and more nutritious by far than the choicest cut of beef or the richest mutton broth, and when nothing else will remain on the stomach of a solid or liquid nature, Murdock's Food never fails to sustain a life and give strength that we know.

[From the Portsmouth Times.]

Murdock's Liquid Food has given health to all of our citizens of Portsmouth that have used it. Of those that have been benefited by it, it is with pleasure that we number among them a member of our own family.

[Meriden (Conn) Press, Aug. 3.]

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[From the N. Y. Scientific Times, March 11, 1882.]

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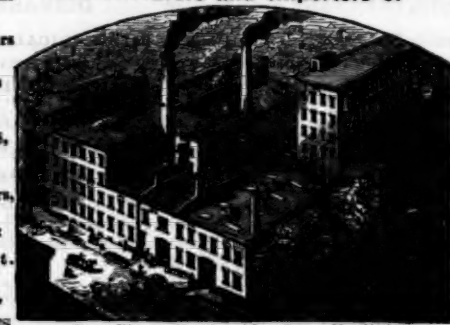
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